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An exploration of the effects of a behavior modification program and a school/business partnership upon adolescents' self-esteem and school performance.

Mary A. Mushok
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AN EXPLORATION OF THE EFFECTS OF A BEHAVIOR MODIFICATION PROGRAM AND A SCHOOL/BUSINESS PARTNERSHIP UPON ADOLESCENTS' SELF-ESTEEM AND SCHOOL PERFORMANCE

A Dissertation Presented

by

MARY A. MUSHOK

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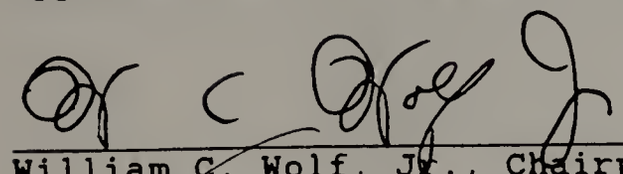

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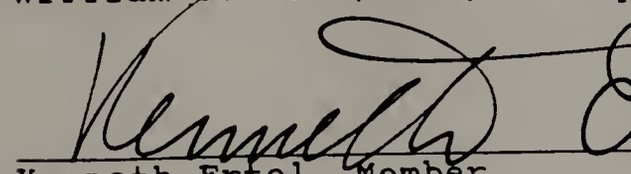

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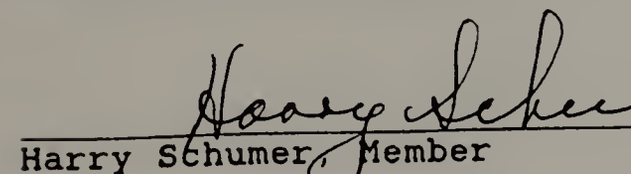

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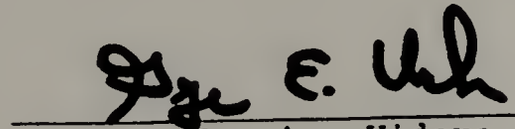

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ABSTRACT

AN EXPLORATION OF THE EFFECTS OF A BEHAVIOR MODIFICATION PROGRAM AND A SCHOOL/BUSINESS PARTNERSHIP UPON ADOLESCENTS' SELF-ESTEEM AND SCHOOL PERFORMANCE

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During the 1986-88, a study was conducted at Bridge Academy (BA), a public, alternative, secondary school in Springfield, MA. whose enrollment consisted of students with school histories which categorize them as academically "at-risk" of dropping out of school (N=397, grades 7-12). The purpose of this study was to ascertain consequences of a behavioral modification program and a school/business partnership upon measures of adolescents' self-esteem, school achievement, school attendance, and school suspension.

A one-group quasi-experimental design was employed to examine these two treatments: (1) a behavior modification in which school officials recognized correct, nearly correct, or improved behavior of the students and then issued a "You Were Caught Being Good Slip"; (2) a school/business partnership whereby various activities or recognitions were

given the students in an effort to enhance their self-esteem. An accounting was kept of student participation in both events. Student self-esteem was measured by the Piers-Harris self-concept Test and school records were scanned to obtain student achievement and attendance rates.

Comparisons between student performance at BA and at a school attended prior to enrollment revealed two patterns. Students completing their programs at BA improved their GPAs, lowered their school absentee rates, and were suspended from school fewer times. Students not completing programs at BA lowered their GPAs, raised their school absentee rate, and were suspended from school more times. These two groups of students diverged substantially on the number of "good slips" earned and on their participation in school/business sponsored events. Piers-Harris self-esteem scores for the two sets of students diverged as well, but not as substantially as expected.

Further analysis of these differences was carried out using the Pearson product-moment correlation coefficient in order to ascertain significance among the difference. Ten different sets of correlations were examined; eight were significant at the .05 level.

These results did not prove that a cause-effect relationship existed, but did suggest that improved GPAs, decreased absenteeism, fewer suspensions, improved self-esteem scores, greater participation in a school/business

partnership and more "good slips" occur concurrently. Results of this study also suggest that behavior modification program and the school/business partnership influnced both the self-esteem and school performance of the students enrolled in BA.

KEY ABSTRACT WORDS:

Subject Category: Secondary Education (0533)

Additional Key Words for database access:

Self-esteem

Adolescence

Behavior Modification

School/business Partnership

Alternative Education

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CHAPTER 1

PROBLEM

Researchers and educational practitioners often agree that the concept called self-esteem, an individual's sense of self-worth, is related somehow to adolescent performance in school. Specifics of the relationship, the direction of the relationship, and the predictability of the relationship have been studied. Outcomes of these initiatives are encouraging, but far from convincing; hence, the inquiry process continues.

Researchers have had difficulty defining self-esteem operationally; establishing relationships between measures of self-esteem and measures of student behavior (e. g., truancy, absenteeism, dropping out of school, achievement, motivation, etc.); and relating what has been learned about self-esteem to school curricula and instructional practices. Nevertheless, researchers persist, because the consequences of such inquiry could be profound. If these researchers succeed and outcomes of their work are translated into school practices, many adolescent students could be the beneficiary of the industry.

The problem to be addressed emerges from a desire to develop or uncover strategies and tactics related to

increasing adolescents' level of self-esteem while in school. Three aspects of the problem are discussed to help clarify the task; then, problem details are summarized.

1.1 Orientation

The role of self-esteem in the educational process, the clarification of self-esteem and how it relates to self-concept, and relationships between adolescents' self-esteem and school performance, are discussed briefly to define some parameters of the problem.

First, the goal of the American educational system has generally been to provide an education for the "whole child." Goodlad (1979) stated that, historically, this maxim provided educators with four general goals: (1) to provide students with an academic education; (2) to provide students with vocational skills and training; (3) to promote social and civic responsibilities; and (4) to develop student's personal competencies, including the development of his/her self-concept and positive self-esteem. Educators can separate these goals into two areas: the transmission of knowledge and the development of the personal attributes of the students such as civic and social responsibilities, motivation, self-concept and self-esteem.

During differing social and economic periods of modern America, the educational system experienced varying emphasis on some goals over others. For example, Silvernail

(1985, 7) observed a transition from and emphasis upon academic goals in the early 1900s, to social and personal goals in the 1930s, to a return to academic goals in the early 1960s following the successful launch of the Russian satelite, Sputnik. The trend then became a return to personal and social goals with the rise of the "humanistic" movement in the late 1960s and early 1970s. Currently, the emphasis in education is between personal goals of the student and a "back-to-basics" movement as seen through an increase of competency testing for both students and teachers. Perhaps, as a survey of teachers and parents indicates, of these four educationally based goals, the intellectual goals are of primary importance with personal goals as a close second (Klein 1979, 244-8).

Therefore, a basic understanding of the relationship between self-concept and self-esteem is necessary. Generally, self-esteem is an aspect of an individual's self-concept. The self-concept of an individual develops early in life and changes gradually. The self-concept is "the description of the self in terms of roles and attributes" (Beane and Lipka 1984, 5). The individual's self-concept may be correct or incorrect; basically, there is no evaluative judgement attached to it. Self-esteem, however, is the "evaluation one makes of the self-concept description and, more specifically, to the degree in which one is satisfied or dissatisfied with it, in whole or in part" (Beane and Lipka 1984, 7).

Researchers and educational practicioners need to understand the development and role of students' self-concept and self-esteem and the relationship of these concepts to school achievement in order to address the personal development of students within today's educational system. Disagreements exists over whether self-perceptions are influenced by the "significant others" in a child's development (Fromm 1939, 507-23) or by the major influences derived from the identification with particular social groups (Gergan 1971). In most cases, this disagreement is not an either/or situation, but most likely a combination of both influencing the development and modification of self-esteem in an individual.

Coopersmith (1967, 4) suggests that an individual's attitude of his/her self-esteem creates a predispositon for a response or behavior. If so, then there exists a relationship between an individuals's self-esteem and his/her school performance. An initial understanding of the relationship between efforts to enhance a student's self-esteem and his/her academic achievement warrants investigation.

1.2 Focus of Problem

How to interrelate (a) recognition of self-esteem as an important factor related to adolescents' problems in school, (b) awareness that teachers and other school officials often exert profound influence upon adolescents'

behavior and attitudes, and (c) available knowledge pertaining to the enhancement of adolescents' self-esteem, constitutes the problem to be addressed in conjunction with this pilot investigation. Ascertaining relationships between self-esteem values (e.g., anxiety, popularity, physical attributes, intellectual/school status, behavior, happiness/satisfaction, and total self-concept) held by adolescents enrolled in an alternative school and specific school performance factors (e. g., achievement, attendance, suspension, drop-out rate) represents a major challenge to the researcher. This challenge is accepted and addressed within the confine of one alternative secondary school located in a large urban school system.

1.3 Purposes

The overarching purpose of this study is to ascertain consequences of a behavior modification program and a school/business partnership upon measures of adolescents' self-esteem, school achievement, school attendance , and school suspension rate.

Four specific questions are addressed by the researcher. Firstly, what is the general overview of students' achievement and self-esteem measures in an alternative school? Secondly, what is the relationship between directed behavior modification techniques used in the school and adolescents' self-esteem measures and school

performance? Thirdly, what is the impact, if any, of a school/business partnership intervention upon student self-esteem measures and school performance? And lastly, what is the relationship, if any, between pre- and post-grade point averages, absenteeism and self-esteem test scores of adolescents enrolled in the alternative school?

1.4 Need and Significance of the Study

Traditional education efforts made by school officials have been effective for the majority of students enrolled in public school systems. However, there exists a significant number of students who fail to complete their high school education and graduate with a diploma. These "at-risk" adolescents leave school for a variety of reasons (e. g., poor or failing grades, behavioral problems in and out of school, pregnancy/parenting responsibilities, truancy, home problems, financial pressures, etc.) To illustrate this dilemma, statistically, approximately twenty-five percent of students currently enrolled in the ninth grade today will withdraw from school and will not graduate from high school. In Massachusetts, for example, this drop out statistic impacts 36.7% of the student population in urban communities. The drop out rate for minority students is even more staggering. Hispanic students drop out of school at a rate which is three times that of the state's average and Black students drop out at a rate which is twice

the state's average (Massachusetts Department of Education 1988, 9-10). It is obvious that these "at-risk" adolescents create a monumental and detrimental impact upon themselves and ultimately, society.

The problem of "at-risk" adolescents may not be resolved if schools officials and teachers are forced to address these issues in isolation. The problems are rooted in communities and extend well beyond school capabilities. By forming partnerships involving schools, municipal agencies, businesses and/or industries to address the problems, it is reasonable to believe that the needs of students to attain academic success and graduate from high school may be met more effectively.

John Goodlad (1987) stated that

> three needs dominate the national agenda for school improvement, each best met through local initiatives: (1) enlightened dialogue regarding the nature of education and what good education is; (2) policies that support good education in schools; and (3) well-designed strategies for school improvement. Partnership programs promote all three simultaneously.

Partnerships also provide special opportunities which teachers and school officials can explore in order to increase student self-esteem and school achievement.

This study, which concentrated on the effects of a school/business partnership and a directed behavior modification program on at-risk adolescents in an alternative school, provides results which enable school and business partners to ascertain techniques available for "at-risk"

adolescent populations. This study explores the relationship between directed behavior modification techniques, school performance and student's level of self-esteem. Also, this study explores the possibilities of a school/business partnership as a means for enhancing students' self-esteem and academic performance. The results of this study may enable educators to ascertain particular areas of self-esteem which are related to the "at-risk" adolescent and the relationship which exists between students and their academic performance.

The anticipation of this exloration is that it will be of value to teachers, administrators and researchers as a resource used to improve adolescent self-esteem, establish school/business partnerships which assist in this attempt, and provide a link between adolescent's self-esteem and school performance.

1.5 Assumptions of the Study

It is assumed:

1. That the administration of the Piers-Harris (1969) "The Way I Feel About Myself" Self-concept Test is a valid instrument for this study.

2. That the students' responses to the Piers-Harris Self-Concept Test is an accurate self-report of the students' perception of themselves.

3. That each student's Grade Point Average is a representation of his/her academic achievement.

4. That the interventions by Massachusetts Mutual Life Insurance Company for the students is representative of efforts made which impact students' self-esteem.

5. That the recording of directed behavior modification slips or "good slips" is an accurate account of teacher-student interaction.

6. That the recording of participation of students in Massachusetts Mutual Life Insurance Company's events is an accurate account of student/business interaction.

7. That all the students in this pilot study have a variety of self-esteem values.

8. That the recording of student's Grade Point Average, suspensions, attendance, and drop-out rate is an accurate representaion of school performance.

1.6 Limitations of the Study

1. This study is limited to the following esteem values: a general self-concept, behavior, intellectual/school status, anxiety, physical attributes, popularity, and happiness/satisfaction.

2. This study is limited to the validity and reliability of the Piers-Harris Self-Concept Test administered to the students at an alternative school.

3. This study is limited to the responses of the subjects given on the Piers-Harris Self-Concept Test.

4. This study is limited to the extent that the responses and data are recorded and presented accurately.

5. This study is limited to the uniformity of conditions required for administrating the Piers-Harris Test in the classroom.

6. This study is limited to the students enrolled in an alternative school from 1986-88.

7. This study is limited by an inability to establish a valid control group.

8. This study is limited by an inability to obtain post-test Piers-Harris results from some subjects who dropped out of the alternative school without completing the sign-out procedure.

9. This study is limited by an inability to obtain the grade point average and attendance record of some of the subjects from their previously school.

10. This study is limited to the subjects while they were enrolled in an alternative school and does not predict any change in self-esteem upon leaving this school.

11. This pilot study is limited due to an inability to evaluate the effects that maturation may have on the subjects studied.

1.7 Definitions of Terminology

At-Risk Students are students who demonstrate behavior which creates the potential for them to drop out of school. Such behaviors which put students at risk are: high absenteeism; low GPA; below grade level skills; grade retention; disciplinary difficulties; pregnancy/parenting; family problems; etc.

An Alternative School is an educational facility, grades seven through twelve, whose student enrollment consists of pregnant students, student dropouts returning to a school setting, and/or students at risk of dropping out of school.

The Anxiety Scale of Self-esteem is a reflection of the general emotional disturbance and dysphoric mood such as worry, nervousness, shyness, sadness, fear and a general feeling of being left out of things (Piers 1984, 39).

An Attitude refers to the four components which an individual develops: "(1) a belief or knowledge or cognitive component; (2) an affective or emotional component; (3) an evaluation; and (4) a predisposition to respond" (Coopersmith 1967, 4).

Behavior Modification is a process which influences, changes or modifies human behavior by providing a response or reinforcement to an observable behavior. This

reinforcement will increase the occurrence of the behavior in the future (Presbie and Brown 1986, 8-26).

The Behavior Scale of Self-esteem is the extent to which a student admits or denies undesirable behavior such as fighting and home or school problems (Piers 1984, 38).

A Correlated T-test is an adjustment expression used to compensate for the means of two groups. (Popham and Sirotnick 1967)

Correlation refers to any type of relationship between events and objects (Popham and Sirotnik 1967, 64).

A Custodial School Climate is "characterized by concern for maintenance of order, teacher preference for autocratic procedures, student stereotyping or labeling, punitive sanctions, moralizing by authorities, impersonalness, and emphasis on obedience" (Beane and Lipka 1984, 31).

Dropouts are students who leave school before obtaining a high school diploma.

Grade Point Average is a numerical index assigned to students by schools using, in this instance a thirteen point scale, whereby, A+=12, A=11, A-=10, B+=9, B=8, B-=7, C+=6, C=5, C-=4, D+=3, D=2, D-=1, and F=0.

The Happiness/satisfaction Scale of Self-esteem is a student's general feeling of being a happy person, capable of getting along with people and general feeling of being satisfied with his/her life (Piers 1984, 39).

Humanistic School Climate is characterized by "a preference for democratic procedures, high degree of interaction, personalness, respect for individual dignity, emphasis on self-discipline, flexibility and participation in decision-making" (Beane and Lipka 1984, 31).

The Intellectual and School Status Scale of Self-esteem is a student's assessment of his/her ability with respect to intellectual and academic tasks including satisfaction with school and future expectations (Piers 1984, 39).

The Level of Significance (.05) is an expression which states that the chance probability of an event's occurrence is 5 in 100 (Popham and Sirotnik 1967, 49).

The Mean is the arithmetic average found by adding a series of scores together and then dividing that sum by the number of cases (Skinner 1954, 421).

The Median is the point on the scale which divides the total number of measures or cases into two equal groups (Skinner 1954, 6).

The Mode is the "most frequently occurring score in a distribution" (Popham and Sirotnik 1967, 14).

Pearson Product-moment Correlation is an index of a relationship used to express the relationship between two variables. (Popham and Sirotnik 1967)

The Popularity Scale of Self-esteem is the student's assessment of their friendship with others, belongingness to a group and level of shyness (Piers 1984, 39).

Reliability is the consistency of scores obtained by the same person when retested by identical or with an equivalent form of a test (Ary, Jacobs, and Razavich 1979, 206).

Self-concept is a "relatively stable set of self-attitudes which effect a description of one's own behavior and attributes" (Piers 1984, 1)

Self-esteem is an individual's attitude of his/her "sense of self-respect, confidence, identity and purpose" (Reasoner 1982a, 15). It is a subjective evaluation of a person's self-concept.

Significant Others are those people who have an influence over someone's attitudes and behaviors.

The Standard Deviation is the square root of the sum of deviations squared by the number of cases (Skinner 1854, 429).

Validity is the degree to which a test measures what it purports to measure (Popham and Sirotnik 1967, 238).

CHAPTER 2

REVIEW OF LITERATURE

Self-esteem, an individual's sense of self-worth, is a factor mentioned when adolescents exhibit "at risk" of failure behavior in school. Examples of these behaviors are truancy, dropping out of school, pregnancy, substance/alcohol abuse, suicide/suicidal tendencies, poor academic achievement, lack of motivation, etc. The focus of this review of literature is to provide the following: (1) an historic overview of the development of the concept of self-esteem; (2) a definition of self-esteem; (3) an examination of methods of measuring and evaluating self-esteem; (4) the relationship between adolescents' self-esteem levels and their school achievement; (5) a research review of techniques, methods or interventions used in secondary schools to enhance adolescents' self-esteem; (6) an overview of methods to create a secondary school model to enhance students' self-esteem; and (7) a summary of this review of literature.

2.1 An Historic Overview of the Development of the Concept of Self-esteem.

Historically, many psychologists have studied and conceptualized the terms self-concept, self-esteem or

identity. In order to develop a workable and operationalized definition of self-esteem, a brief historic overview of the development of this theory is necessary. William James (1890) developed a "theory of self through personal introspection and observation of others' behavior and attitudes" (Beane and Lipka 1984, 3). James went on to state that the individual is both the thinker and perceiver in his actions. James concluded that each individual is composed of

> three selves: the material Self [including the individual's body, personal possessions, and family]; the social Self [involving an individual's relationship and status with others in society]; and the spiritual Self [involving an individual's 'psychic dispositions' as seen by his/her wants and emotions]. (James 1890, 292-301)

Each of these classes interact in a dynamic way to allow individuals the ability to seek "self-preservation and self-enhancement" (Beane and Lipka 1984, 3). James' principle of self-esteem is

> determined by the ratio of our actualities to our supposed potentialities: a fraction of which our pretensions are the denominator and the numerator, our success: thus
>
> $$\text{Self-esteem} = \frac{\text{Successes}}{\text{Pretensions}}$$ . . .
>
> To give up pretensions is a blessed relief as to get them gratified; and disappointment is incessant and the struggle amending, this is what men will always do. (James 1890, 310-11)

James expanded his definition of self-esteem to include the feelings of the individual, the evaluation and attitudes of others and a viewpoint of future possibilities. By doing so, James had "detected the integrative aspect of self-concept" (Burns 1979, 9).

After James, the realm of psychology focused on Behaviorism with its chief proponents: Thorndike (1913), Watson (1925), Skinner (1938), and Hull (1952). By demanding a rigorous study of only the behavior that is observable and, therefore, capable of being measured, the study of self-concepts or self-esteem came under "considerable pressure since self-reporting constructs necessarily imply a central focus on internal experience, subjective interpretation and self report" (Burns 1979, 10). The study of basic stimulus-response took precedence over any type of study that could not be explained by this methodology.

Behaviorists could not maintain their rigorous tenets of faith because such

> an approach seriously limited the possible range of psychological study, and . . .[by doing so] major concerns of individuals such as hopes, expectations, beliefs, [and] thoughts, which provided man with his most distinctive human behavior, were ruled out of order and so too were any comprehensive account of human behavior. (Burns 1979, 11)

While this trend toward Behaviorism was beginning and evolving, Cooley (1902) described the self-concept as the "looking-glass self" theory. In his estimation, the ability to know oneself is the skill to actually see oneself as others do. That is, an individual's self-concept is based upon "three principal elements: the imagination of our appearance to the other person; the imagination of our judgement of that appearance, and some sort of self-feeling" (Cooley 1902, 184). Hence, the self-concept is formed for

individuals by a "trial and error" learning process in which values, attitudes, roles, and identities are learned (Burns 1979, 14). "Self and society mutually define each other, acting as points of references, one for the other, so that self and society are twin born" (Cooley 1902, 5).

Freud (1923) and the neo-Freudian theory on the concept of self is implied from the work of Freud and his followers. The ego is defined by Freud to represent the sane and rational aspects of the mind, while the id is the primitive self (Bill 1938, 12). Thus, in Freudian terms, the ego "refers to the core of personality that controls impulses and drives from the id and superego in conformity with the requirements of reality" (Burns 1979, 18). The self-concept is in the conscious mind and altered by subjective experiences. Freud did not, however, underestimate the force of the unconscious which sometimes appears to be irrational when seen as a predictor of behavior and self.

Adler (1927) believed in an Individual Psychology whereby "consciousness is the center of personality. He saw man as a conscious being, usually aware of his reasons for behaviour, capable of organizing and guiding his own self-realization" (Burns 1979, 19). From a feeling of inferiority as a central force within individuals, each human strives to being in order to overcome the fear of being incomplete. Therefore, the self-system evolves in humans out

of an individual's "striving for superiority" (Ansbacher and Ansbacher 1956, 52).

G. H. Mead (1934, 173) developed a cognitive definition of "self" as an "internalized conversation of gestures which constitutes thinking." Mead's theory depended upon the origins and basis of the concept, self, to be formed socially or through the interactions of an individual with his/her environment. This complex theory of self was explained as the relationship between the "I and the "me". The "I" refers to the individual's social experiences and the process used to reorganize it and express it in different ways. The "me" refers to the ability of an individual to consolidate the attitudes of others in order to develop self-consciousness. "These two aspects of the self are in constant interaction" (Jackson 1984, 187). Thus, the self-concept of an individual arises from his/her social experiences and/or interactions with society and how these events create the self as a social structure. For example, a woman may be seen in many roles, i.e., a daughter, wife, mother, friend, sister, aunt, homemaker, wage earner, executive, etc., but her identity is inseparable with society. The society gives her life shape and meaning which ultimately defines her self-concept. This concept leads to Mead's belief that "self-perceptions are multidimensional, consisting of perceptions of various roles one plays, and

hierarchical in that some of these dimensions are more important to us than others" (Beane and Lipka 1984, 3).

Mead also believed that in order to understand one's self-esteem, one must be able to involve oneself in an act of "self-reflection and the systematic objectification and organization of one's experiences into a representation of self" (Jackson 1984, 187). Self-reflection was defined as an extremely complex activity which develops structures on

> all levels simultaneously, gradually producing conceptual systems which thematically reconcile wide varieties of reconstructed images and other particulars into . . . a heterogeneous field of meaning. (Jackson 1984, 189)

This is the "me" stage to which Mead refers. "The 'I' provides the propulsion; 'me' provides the direction. The development of self is thus based on the emergence of 'me'" (Burns 1979, 15).

Sullivan (1953) stated that the self-system is a "dynamism," a term used to represent the fact that certain habits of an individual are utilized in an effort to avoid anxiety and to view oneself favorable. This dynamism is an "organization of educative experience called into being by the necessity to avoid or minimize incidents of anxiety" (Sullivan 1953, 165). In other words, the avoidance of anxiety is the primary motivation for an individual's behavior. Sullivan noted also that this avoidance or reward-punishment behavior is primarily associated with the role of the mother-figure and not society. It is a pleasure/displeasure feeling that is communicated to the individual

during childhood. These mother-figures or people of importance to the individual are termed "significant others" (Sullivan 1940, 8-9) and exist in a hierarchy. Rosenberg (1965) later showed that children ranked significant others in the following order of importance: mothers, fathers, siblings, teachers, friends and then general age-mates.

Phenomenologists, such as Lecky (1945), C. Rogers (1951), and Snygg and Combs (1949), stressed the "role of the conscious self-concept in determining a person's behavior" (Wylie 1974, 4). These theorists placed much more emphasis on the role of the individual as an "initiating source of self-perceptions" (Beane and Lipka 1984, 4). The phenomenological self-concept explained individual's behavior not only as the actions taken based on past and current experiences, but also by, the individual's personal meaning attached to those experiences. Therefore, in an effort to avoid conflict, a person is able to perceive only the elements in his/her environment that will minimize or avert conflict. These perceptions may often be erroneous, but they do allow for the maintenance and continuation of the individual's self-concept.

Allport (1955, 40) defined the concept of self as a proprium or "all the regions of our life that we regard as peculiarly ours, [and include] all aspects of personality that make for inward unity." This proprium consisted of seven areas: the bodily senses; self-identity;

ego-enhancement; ego-extension (identification with others); rational agent (planning, coping); self-image (both present status and future aspirations); and propriate striving (or motivating behavior to enhance self-image). Allport's concept of self is as a developmental process starting with the bodily senses as a child and evolving to a propriate striving during adulthood. This concept is similar to Maslow's self-actualization scenario.

Like Allport, Maslow (1954) first defined five levels in a motivational theory. These levels consisted of the following needs in a hierarchical manner: physiological; safety; social; esteem; and self-actualization. Maslow explained esteem as vital; in that, "all people in our society (with a few pathological exceptions) have a need or desire for a stable, firmly based, usually high evaluation of themselves, for self-respect or self-esteem and for the esteem of others" (Maslow 1970, 45). He continued to assert that "the most stable, therefore, the most healthy self-esteem is based on deserved respect from others rather than on the external" (Maslow 1970, 46). Self-actualization, then, is defined to be man's "desire for self-fulfillment, namely, to become actualized in what he is potentially capable" (Maslow 1970, 46).

Erickson (1968) reported self-esteem as an absorption of a child narcissism into a more mature sense of oneself. From this evolving pattern,

> self-esteem contributes to a sense of identity and is based on the rudiments of skills and social techniques which assure a gradual coincident of play and skillful performance of ego ideal and social roles, and thereby promise a tangible future. (Erickson 1968, 71)

Identity formation is a continuing process of "progressive differentiations and crystallizations which expand self-awareness and explorations of self" (Burns 1979, 25). An individual's identity is developmental and arises out of a "gradual integration of all identifications from the culture" (Burns 1979, 25).

Since the early 1900s, with William James's initial attempt to define and explain self-esteem, many psychologists, social scientists and researchers have grappled with not only the understanding as to what a self-concept or self-esteem is, but also, what is its impact upon the individual. Consensus has not been reached on whether self-esteem emerges within an individual at birth, develops as a reaction to society and/or significant others, emerges as a stimulus/response from the Behaviorists point of view, develops as a stage in a motivational hierarchy or some combination of the aforementioned. What is apparent, however, is that, no matter from where an individual's self-esteem develops or evolves, for the past 90 years a great deal of evidence has been accumulating which supports the premise that self-esteem is indeed an important and influential factor in the development of an individual, the explanation of human behavior, and an insight into motivational theory.

2.2 Definition of Self-esteem

Over time, a definition of self-esteem has been evolving so that, at present, some consensus exists. The work of Bean and Lipka (1984), who examined theories of contemporary researchers such as Kelly (1962), Coopersmith (1967), Gergen (1971), Jourard (1971), Epstein (1973), and Wylie (1974) consolidated some of these agreed upon tenets which now seem a vital basis for further research. The concepts are as follows:

> The concept of self has a central place in personality, acting as a source of unity and as a guide to behavior.
>
> Self-perceptions are multidimensional and hierarchical, although at one level they tend to blend into a general sense of self.
>
> Self-perceptions tend to seek stability, consistency, and enhancement.
>
> Self-perceptions may be based on roles played by the individual, as well as attributes one believes he or she possesses.
>
> While the self may be an "initiator," self-perceptions arise mainly in a social context, influenced largely by feedback from "significant others." (Beane and Lipka 1984, 5)

To summarize, a definition of self-esteem must encompass one's subjective "perception of himself/herself and that perception is multidimensional, hierarchical, fairly stable and evaluative" (Silvernail 1985, 10). Self-esteem is part of an indiviual's self-concept. In contrast, the self-concept, which develops early and changes gradually, is the "description of the self in terms of roles and attributes" (Beane and Lipka 1984, 6). The individual's self-concept may be right or wrong; basically, there is no

evaluative judgement attached to it. Self-esteem, however, is the "evaluation one makes of the self-concept description and, more specifically, to the degree in which one is satisfied or dissatisfied with it, in whole or in part" (Beane and Lipka 1984, 6). These evaluations may be positive, negative or neutral. They are based on the individual's attitudes, beliefs, or interests. Self-esteem is an

> evaluation that the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval and indicates the extent to which the individual believes himself capable, significant, successful and worthy. In short, self-esteem is a personal judgement of worthiness that is expressed in the attitudes which the individual holds. (Burns 1979, 52)

Thus, the need to develop an operational definition of self-esteem becomes crucial in any attempt to alter self-esteem and, thereby, to affect a change in the individual's sense of self-worth.

The first step in developing an operational definition of self-esteem is to understand the correlation between attitude and behavior. Coopersmith states that an attitude which an individual develops has four main components: "(1) a belief, or knowledge or cognitive component; (2) an affective or emotional component; (3) an evaluation; and (4) a predisposition to respond" (Coopersmith 1967, 4). Attitudes evolve in a progressive manner. For example, if a student believes himself to be a poor speaker, he will have a strong emotional response against speaking in front of groups of

people. If this student is told that an oral presentation is mandatory for a particular class, the student will evaluate his position on the assignment. The student may consider various options such as a refusal to do the assignment; an attempt to complete the assignment as best as possible, i. e., do the presentation; an attempt to negotiate with the teacher for an alternative assignment; feigned illness; withdrawal from the class; etc. Whatever option the student takes, however, will be determined by a predisposition which the student has developed over time. This predisposition, developed from past failures at public speaking weighted against the desire to succeed in the classroom, will thereby affect the student's present course of action and attitude toward similar assignments in the future.

Thus, in order to alter the student's actions, one must first alter his attitudes which express "a personal judgement of worthiness" (Burns 1979, 52), i.e., self-esteem. A change in self-esteem, or the individual's evaluation of himself, creates a change in an attitude which creates a change in his predisposition to act. So that, in order to change self-esteem, the change agent must be aware of the various components which comprise self-esteem.

Generally, by consensus, these components include a sense of security, identity/self-concept, belonging, purpose and personal competence (Reasoner 1982a, 7). In a student

population, Piers-Harris (1969, 1984) altered these subdivisions to acknowledge the impact of the environment upon adolescents. The categories which more fittingly described adolescents in terms of self-esteem are their sense of anxiety, physical attributes, popularity, intellectual/ school status, behavior, and happiness/satisfaction (Piers 1984, 38-9). These subareas combine to establish the adolescents' general self-evaluation of their self-concept, i. e., their self-esteem. With these subdivisions of self-esteem, teachers and school officials can now be considered change agents for students' self-esteem. In order to accomplish a change in students' self-esteem, initially the evaluator must determine which measurement methods can accurately reflect the self-esteem of the student.

2.3 Methods of Measuring and Evaluating Self-esteem

There are inherent difficulties in determining accurate measurements of self-esteem. As was observed earlier, one accepted definition is not available or validated by all who study or research self-esteem. Consequently, the various standardized tests or observations differ in their area of focus and ultimately, in their outcomes. Another difficulty is the question: should self-esteem be defined and then measured or should the reverse hold true (Lynch 1981, 22)? Some argue that individual behavior should be studied in order to establish a measurement of self-esteem. The idea is appealing, but not easily addressed.

Many standardized tests and instruments are available which purport to measure an individual's level of self-esteem. Each measurement is contingent upon which definition of self-esteem is used. Consequently, the results of the instruments or tests should be examined in accordance with how self-esteem is defined and how this definition is used as a basis for measurement. Burns (1979, 95-145) and Wylie (1974, 128-286) reviewed a vast array of specific instruments designed to evaluate self-concept or self-esteem. They concluded that the test selection ought to take into account the specific age to be tested and that more than one technique should be employed in order to determine the self-esteem of an individual. (Methods suggested include the self-report, observation, open ended questions, etc.) They also noted that a test scale should be based on a normal sample population and not a pathological sample of subjects.

Tests that are available for use range from sentence completions, picture interpretation, self-reports on a continuum, yes/no responses, clinical observations, etc. Each one claims to give an indication of an individual's perception of him/herself in such areas as happiness, academic/physical competency, peer/family relations, anxiety, morality, behavior, security, power, individualism, identification, centrality, etc. The tests function in the age range of three years old to adulthood with various types of

measurements. It is beyond the scope of this review to analyze each test, but suffice to say that many instruments and tests are available and should be examined scrupulously prior to use.

Basically, as mentioned before, two methods for evaluating self-esteem by tests or instruments depend on either a self-report methodology or by the evaluation of a trained observer. Both methods have advantages and drawbacks in their ability to determine the self-esteem of an individual by valid and reliable methods. Both methods also depend upon the establishment of a scale which give the appropriate weight, if it exists, to the responses of the individual being tested or to the observations of an evaluator. For example, somehow a conversion of scores must be made in order to determine if the individual has high, medium, or low self-esteem in various categories. One last issue is that basically each test or instrument relies upon the definition of self-esteem utilized by the test maker. Fortunately, methods exist to maximize the validity and reliability of determining the self-esteem of an individual.

Burns (1979, 90) believed that if self-esteem is to be evaluated by observational techniques, the observer must be "passive, uninvolved and as detached as possible to prevent the observed person being too aware of the observational process which might [change his/her behavior]." However,

Combs (1965) purported that in order to evaluate self-concept, classical observational techniques cannot be utilized. One should "strive to maximize exploration, involvement and sensitivity to the individual" (Burns 1979, 91). Since it is impossible for an observer to be totally objective, one should allow the observer to aim at being somewhat objective, but also provide a means to interpret what is occurring. As can be seen, this method of self-esteem assessment is not very scientific or meaningful. It depends on the ability of the observer to infer or interpret behavior, as it relates to self-esteem, on predetermined scales. And yet, Combs believed that inferences made by a trained observer "of behavior, protocol or personal documents yield much more promising results" than those that behavioral psychologist can give (Lynch 1981, 7). Lynch (1981, 9) stated that an

> inference about self-concept can be successfully made from remarkable small samples of behavior. . .[and that] the training of people to make inferences about self-perception turns out to be a much simpler task than anticipated.

Inherent difficulties in the measurement of self-esteem by a self-reporting methodology relate to the interpretation and validation of results obtained. The following kinds of responses illuminate these difficulties: fake the results (distort the answers); opt for all positive or negative responses; answer in a random and meaningless fashion; and/or compare the results to a special population such as

one based on sex, race, religion, academic ability, etc. in order to determine the standards of each test (Piers 1984, 33-7). Combs and Soper (1957), clarified these difficulties when they observed that the difference between an individual's self-concept and self-report is the accuracy of information that the subject is willing to divulge about him/herself to an outsider. The results from a self-report, therefore, depend upon:

> (a) the clarity of the individual's awareness;
> (b) availability of adequate symbols for expression;
> (c) willingness of an individual to cooperate;
> (d) social expediancy;
> (e) the individual's feelings of personal adequacy;
> (f) the feelings of freedom from threat. (Combs and Soper 1957, 134-45)

Catell added that test results may be distorted due to a

> lack of self-knowledge; a distortion of responses by such factors as dishonety, carelessness, or ulterior motivations; a lack of true measurement continuum; or a lack of understanding [as to just] what the question means. (Catell 1946, 342)

Wylie (1974) stated that even if the previous factors are dealt with, the standardized test maker or administrator still must contend with, the weight or value of the various answers which must be assigned and/or scaled. It is not impossible to succeed at developing a valid and reliable instrument, but it must be remembered that any effort must include qualifying adverbs used in self-report "by appropriate pilot work" and an accepted definition of terms (Wylie 1974, 42).

Another difficulty encountered with determining an accurate measurement of self-esteem has to do with individual differences in values and objective self-awareness (Duvall and Wicklund 1972, 220). To elaborate, if universal values do not exist, to standardize answers for determining self-esteem may be erroneous. A variability in responses may not be the basis for evaluating and/or constructing the standards or universals toward which an individual should strive. A difference in self-awareness may also exist only by the mere fact that there is "no easy way to ask a subject how self-aware he is without creating self-awareness" (Duvall and Wicklund 1972, 221).

There are often difficulties in obtaining meaningful measures of validity and reliability in conjunction with the use of tests of self-esteem. Consequently, researchers explored other ways to generate credible evidence about the concept. Several ways are reported.

One method of validating an individual's self-esteem can occur in a Rogerian, client-centered approach to therapy (Rogers 1951). (This client-centered approach refers to the therapist as a phenomenologist.) By creating a non-judgemental and unconditionally accepting environment, the therapist allows the client to reflect upon his/her experiences and awareness. The therapist's role is to reiterate or reverbalize these thoughts back to the client in a non-threatening manner, so that, the client's self-concept and

self-esteem are given the opportunity to become refined and change with new awarenesses. In this process, the change of self-awareness creates a change in behavior. The result of the therapy would appear to be "a greater congruence between self and ideal. The self and the values it holds are no longer disparate" (Rogers 1951, 141). During this process, however, the therapist is able to categorize the behaviors of the client into areas of low, medium or high self-esteem which when examined in combination with testing will yield a more valid self-esteem evaluation (Burns 1979, 233). Unfortunately, this process is time consuming and is an inefficient method of evaluating self-esteem for large populations.

Burns (1979, 233), in reference to client-centered therapy, stated that under

> certain psychological conditions, i.e., a warm and unconditional acceptance, the individual has the capacity to reorganize his perceptions of himself and the environment which as a corollary produces appropriate changes in behaviour. The self-concept then becomes its own architect, producing new designs for living.

Proponents of this method for enhancing self-esteem claim positive results in individuals. Again, however, this client-centered approach is ineffective with large populations and can also be quite time consuming.

Other indications can be examined which also validate the self-esteem of an individual. For example, positive correlations exists between attitudes of the individual

and his/her acceptance of others (Berger 1952, 778-82). In other words, the more accepting an individual is of other people's attitudes, ethnic and racial backgrounds, etc., the higher the self-esteem of the individual. Conversely, the more critical an individual is of another person, the lower his/her self-esteem.

Self-esteem is also inversely related to anxiety. Low self-esteem individual exhibit high anxiety and the reverse is true (Edwards 1957).

Educationally, the self-esteem component which is related to academic attainment and performance such as a student's grade point average or Scholastic Aptitude Test scores shows a positive correlation (Purkey 1970). One qualification is that "low attainment and failure is more predictably associated with low self-esteem than high attainment and success is with high self-esteem" (Burns 1979, 280). Other studies have also verified a positive correlation between academic success and self-esteem (Burke 1985, 260-4; Stevens 1980). Also, causality is not determined by these studies; only an observation is made between the relationship of scholarship and the self-esteem of an individual.

Other areas that contribute to the validation of the measurement of self-esteem for adolescents include school attendance/truancy, school drop out rate, adolescent

pregnancy, alcohol/substance abuse, and other nonproductive adolescent behaviors.

2.4 Relationship Between Adolescent Self-esteem and Secondary School Achievement

Before relationships between students' achievement and self-esteem are explored, perhaps a parenthetical discussion is in order. Thus far, self-esteem has been difficult to measure. Consequently, self-esteem researchers have not reached complete agreement on a definition of terms and also have exhibited varying levels of understanding the concepts of self-esteem. The measurement of self-esteem is criticized since self-reports are considered unscientific and observational techniques are contingent upon the proficiency of the evaluator. Research which uses self-esteem as a focal point, has up to now utilized different measurement instruments, different subjects for study, and different behaviors for examination. What becomes obvious, however, is that no matter which method of research is utilized, the results of the studies show strong similarities between adolescent behavior and the adolescent's level of self-esteem.

An analysis of related research suggests that the self-esteem of students is an integral factor in various adolescent behavior. For example, when researchers examine such behaviors as dropping out of school, drug/substance abuse, teenage pregnancy and other nonproductive behavior,

they come to a conclusion that self-esteem is an indicator of maladapted social growth and/or behavior. Therefore, although various tests and instruments for measuring self-esteem are available and different components of self-esteem are examined, research does show some commonalities between adolescent behavior and their level of self-esteem.

More specifically, Stanley's (1976, 1-41) research showed that the student who dropped out of school prior to graduating had a low level of self-esteem. Hathaway and Clarence (1979, 1-27) furthered this result by reporting that not only was low self-esteem a factor in school drop outs, but potential drop outs could be identified by their poor self-image, their pessimistic outlook on life, and their lack of a sense of purpose. Many students do drop out of school. For example, 25% of students presently in ninth grade today will drop out of school and not graduate from high school. For society as a whole, these school dropouts impact and access the public welfare and health agencies; are responsible for lower worker productivity and entry level skills; and contribute to a higher crime rate. The cost of student drop outs on society is expensive.

As the Massachusetts Department of Education (1988, 1) noted:

> As our nation moves toward a more technological and service-oriented economy, the need for a highly educated work force becomes increasingly important . . . [and the] cost of dropping out will be felt by future generations

> [since] . . . the strongest predictor of a student's success in school is his or her partent's level of educational attainment.

In other words, today's school dropouts become the parents of tomorrow's dropouts. This, therefore, does have a monumental effect on the society as a whole for both today and tomorrow.

It is no wonder, then, that when multiple studies have been conducted on students who have exhibited poor attendance at school, it was found that there is a positive relationship between absenteeism, low self-esteem levels and school dropouts (Hathaway and Clarence 1979, 1-27). In fact, when Englander (1986) examined a population of truants in Indiana, these truant students tested with a statistically lower overall feeling of self-worth than non-truants. (The five subscales of self-worth were power, competence, affiliation, physical appearance and virtue.) Phillips (1982) not only verified Englander's results, but also found that low self-esteem was strongly associated with students' high absenteeism, early pregnancy and drug abuse. Phillips concluded that self-esteem is a learned concept in the individual and believed that if a student's self-esteem could be enhanced, adolescent non-productive behavior would decrease.

Obviously, school attendance and academic success are related. Also, academic achievement has a relationship with

students' self-esteem. In fact, as academic achievement increases, so does the self-esteem of the students (Simmons 1977, 1-83). Burns further elaborates that the relationship between self-esteem and academic success is

> reciprocal, not unidirectional. Academic success raises or maintains self-esteem, while self-esteem influences performance through expectations, standards, recognition or personal strengths, higher motivation and level of persistence. (Burns 1979, 203)

Although according to Coopersmith (1967) and Simon and Simon (1974), an individual's intelligence or I.Q. score have not been shown to be relevant in determining levels of self-esteem, student's academic success can raise the level of student's self-esteem. Likewise, academic failure can reduce the level of self-esteem in students drastically.

Numerous studies indicate low self-esteem levels are associated with pregnant or parenting adolescents. Although a study by Hall and Taylor (1984, 1-22) indicated that out-of-wedlock pregnancies did not have such a high degree of stigma attached to it as it has been the case in the past, the pregnant adolescents demonstrated a low level of self-esteem when compared with non-pregnant adolescents. Hall and Taylor also discovered from studying fifty pregnant and fifty non-pregnant adolescents that not only did pregnant adolescents have a lower level of self-esteem, but they also had a greater absence of a father-figure in their home, had a higher rate of school absenteeism, came from a lower socio-economic status, and scored lower in scholastic

achievement than did the non-pregnant group of adolescents. In fact, Kaplan (1979, 181-207), while studying pregnant adolescents, inferred that pregnancy/parenthood was used as an attempt for these adolescents to increase their self-esteem.

Other nonproductive adolescent behaviors have a strong relationship with self-esteem levels of individuals. For example, although casual use of alcohol and/or drugs did not show a positive or negative correlation with self-esteem, there was a positive relationship between both the alcoholic or potential problem drinker and low self-esteem (Mitic 1980, 197-208). A positive relationship also existed between the regular drug user or addict and low self-esteem (Dielman et al. 1980).

Other difficulties of adolescents are also related to low self-esteem. These areas include, but are not limited to the following: runaway children/adolescents (Zieman and Benson 1983); adolescent depression (Coles and Kumshy 1981); suicide (Leroux 1986) or suicidal tendencies (Galambos and Dixon 1984); interpersonal problems (Kahle et al. 1980); bulimia (Post and Crowther 1985) and anorexia nervosa (Levine 1987); and/or mental, physical or sexual abuse (Oates et al. 1985). In fact, it appears these findings are not limited to only adolescents who exhibit anti-social, self-destructive or nonproductive behavior, but low

self-esteem is also characteristic of many adults who have experienced these difficulties as teenagers. It certainly can be seen that the common denominator for many of today's areas of concern are people who demonstrate a low self-concept/self-esteem. Although low self-esteem and non-productive behavior cannot be put into a cause-effect scenario, the combination of these two factors together should certainly demand the attention of professionals who deal with these individuals on a regular basis.

Low self-esteem is a common factor in nonproductive, antisocial and self-destructive adolescent behavior. Schools must realize that if low self-esteem in adolescents is associated with these nonproductive behaviors, then students who fall into this category of behaviors produce counterproductive results in secondary schools. For example, adolescents who have low self-esteem often fail courses, skip school, cause disciplinary problems, and ultimately drop out of school. Even though the behavior related to the low self-esteem level of the adolescent may not directly related to schools, the behavior impacts students' achievement in secondary schools. For example, approximately 10% of teenage girls become pregnant each year (Springfield Area Council for Children 1984). Statistically, it is estimated that when an adolescent becomes pregnant, she has a 50% chance of completing high school. [Fifty percent is

also the estimated high school rate of completion for the teenage fathers (Lincoln and Dryfoos 1981, 101)]. The behavior or the pregnancy, though not related directly to school, has a dramatic impact on the adolescent's ability to finish secondary school. Health of the child and mother, procurement of day-care facilities and/or providers, financial pressures, new family roles and responsibilities take precedence over going to school everyday, passing classes and graduating from high school.

Erickson stated that "adolescence is not an affliction, but a normative crisis, i.e., a normal phase of increased conflict characterized by a seeming fluctuation in ego strength as well as by a high growth potential" (Erickson 1968, 163). Since the end of childhood and onset of adolescence is typically seen as "the final assembly of all converging identity elements" (Erickson 1968, 167), an adolescent enters this "identity crisis" which is the final stage of an individual's identity formation. During this time, the individual is

> apt to suffer more deeply than he ever did before or ever will again from a confusion of roles. . . such a confusion [which] renders many an adolescent defenseless against the sudden impact of previously latent malignant disturbances. (Erickson 1968, 164)

Many adolescents are enrolled in secondary school in the midst of their "identity crisis" and also with behavior which is counterproductive towards secondary school

achievement. If, in the hierarchy of "significant others," teachers/school officials rank right after mothers and fathers, then teachers must understand the importance of the development of a positive identity or high level of self-esteem for adolescents. Teachers and school officials, in the role of significant others to adolescents, must also understand the influence they have over the student population.

Since adolescence is a crucial period in the development of an individual's identity and adolescents at this time are enrolled in school, then school officials must develop methods of positively impacting the self-esteem level of students. For as Erickson so eloquently stated:

> Whether or not a given adolescent's newly acquired capacities are drawn back into infantile conflict depends to a significant extent on the quality of the opportunities and rewards available to him in his peer clique as well as on the more formal ways in which society at large invites a transition from social play to work experimentation and from rituals of transit to final commitments, all of which must be based on an implicit mutual contract between the individual and society. (Erickson 1968, 165)

In order to provide quality opportunities and rewards which reduce or eliminate the anxiety that an adolescent faces in these challenging times in their lives, teachers and school officials must be aware of the impact of a positive self-concept and the importance of developing a solid foundation for the development of self-esteem during this period. Teachers and school officials must also develop methods and strategies which enhance the self-esteem of

adolescents in an effort for each student to achieve secondary school success.

2.5 Research of Techniques, Methods or Interventions Used in Secondary Schools to Enhance Students' Self-esteem

One of the most popular methods of changing behavior or learning is behavior modification. Behavior Modification does not deal with explaining human behavior, but with influencing, changing or modifying it. How is this attempted? Generally, it is necessary to decide upon and define clearly specific behaviors to be changed, and then use some defensible technology/method to achieve a desired outcome (Stuart 1977, p. ix). Behavior modification can be used on individuals wishing to stop smoking, lose weight, stop the consumption of alcohol/drugs, learn the multiplication tables, etc. In these instances, the end result is easily observable and capable of being measured. A person will loose weight; will not have any cigarettes; will not ingest alcohol/drugs; will demonstrate the mastery of the multiplication tables, etc.

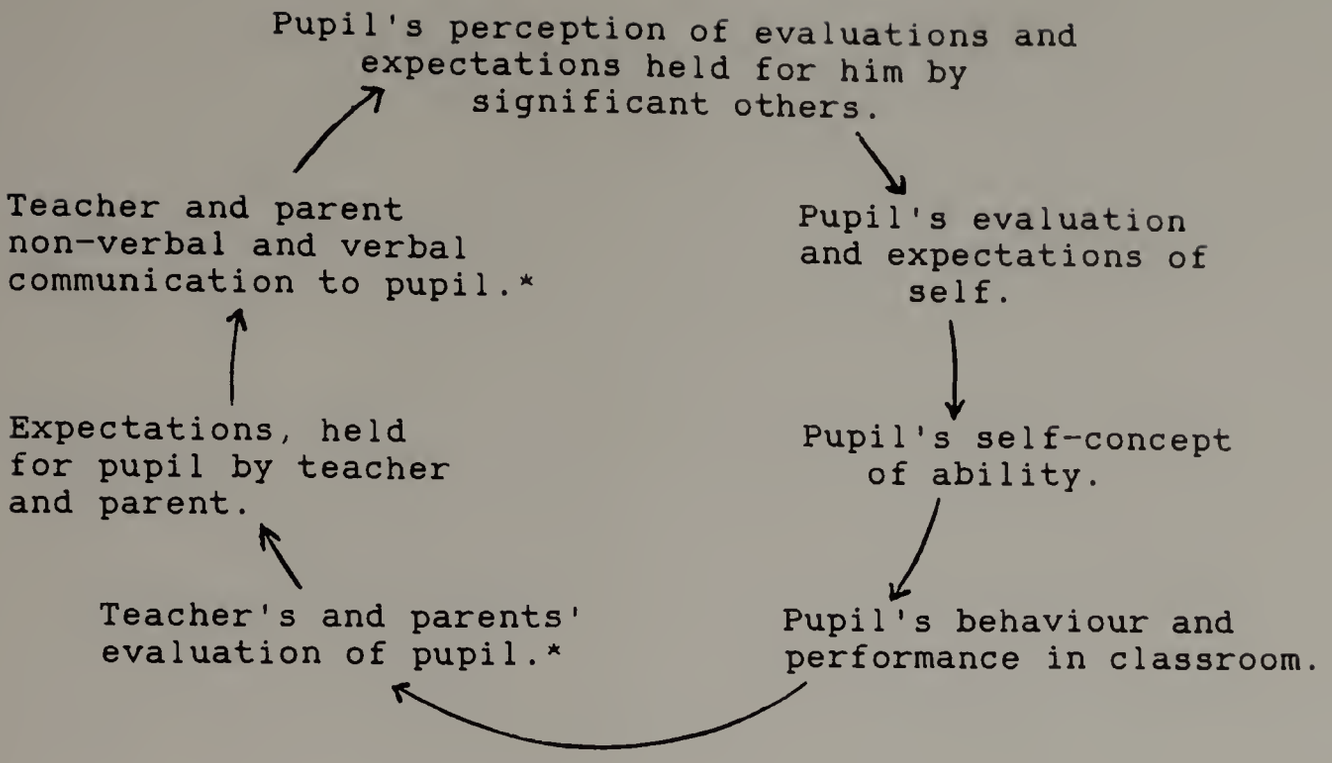
When behavior modification is used to increase or enhance a students' self-esteem, the challenge educators must then meet is how to measure and evaluate these changes in behavior. If this evaluation is valid, then educators can discern which productive behavior modification techniques are effective to students' self-esteem levels and students'

school achievement. Since self-esteem is "a sense of self-respect, confidence, identity and purpose found in an individual" (Reasoner 1982, 15), then six sub-categories of self-esteem especially useful for adolescents are a student's sense of his/her behavior, intelligence/school status, physical appearance/attributes, anxiety, popularity and happiness/satisfaction (Piers 1984).

With this definition in mind then, how can behavior modification be used to enhance adolescents' self-perception? Burns created a cyclic diagram that demonstrates what happens with self-concepts, behavior and feedback--all aspects in the development of self-esteem. (See Figure 1, page 45)

As can be seen in Figure 1, there are two critical areas where teachers and/or parents can provide feedback in order to alter events within the cycle. At these two critical points, one has the ability to give the student either a positive, a negative or a neutral response. The pupil then evaluates the reaction and either alters or maintains his/her self-image based on the information received and the information already within himself/herself. The importance of feedback is critical for any type of change in this continual cycle of self-perception.

According to the feedback by the teacher, be it positive or negative, verbal/non-verbal, the student will maintain, lessen or heighten his/her perception of him or



[* Critical areas where parents/teachers can use feedback to modify behavior.]

Figure 1. The circular process of self concept, behaviour and feedback. (Burns 1979, 287)

herself. Teachers have been shown to be "significant others" to students. Brookover, Patterson and Thomas (1965) stated that parents are the major adult "significant others" of school aged children. Staines (1958, 97-111) found, however, that teachers have a considerable affect on pupil's self-concepts, academic performance and behavior.

"The reason why feedback from a significant other is so important in modifying self-concept is that it contains others' definitions and expectations of us" (Burns 1979, 290). For example, feedback can be manipulated. To

continue, Rosenthal and Jacobson (1968), although criticized on methodology, attempted to test the proposition that "children in the classroom would show a greater intellectual growth if their teachers expected such growth than if a teacher had no such expectation" (Jones 1977, 106-7). Although this wasn't the case, many researchers embraced this "Pygmalion Concept" and attempted to replicate it. This consisted of the proposition that more positive results are obtained from individuals when the expectations are high. One should note, however, that even Rosenthal's greatest critics stated that " . . .the question for future research is not whether there are expectancy effects [on behavior/ performance], but how they operate" (Baker and Crest 1971, 64). So assuming that expectation of teachers should be high, what are the effective types of feedback that can be given to adolescents which would impact their self-esteem levels?

The most often used criteria a students sees from a teacher with regard to feedback is a grade or a mark. Unfortunately, many students believe that the teacher is not just evaluating the test, composition or report by assigning a grade for the work completed, but the teacher is also rating the student and assigning that grade to establish the teacher's estimation of the student's worth. What happens if a student does poorly in a particular class and receives low or failing grades from the teacher? The student assumes

that the teacher has a low estimation of the student as a person. The student cannot or is unable to isolate himself/herself from the grade assigned to the school work. The student associates the grade on the paper or report card as the teacher's perception of the student as a person. If a student continues to receive low or failing grades on his/her academic work, then he/she obtains a lower self-esteem level toward school achievement which then becomes a factor in the student's negative attitudes/behaviors. If, however, the difficulty of the work provides "realistic tasks and expectations [which are within] the capabilities of the pupil . . . successful experiences [can be achieved] from the point of view of the student" (Burns 1979, 292). Feedback, in order for it to effect the students' behavior/perception should be similar to Blanchard's One Minute Praising or Reprimand (since feedback may either be positive or negative.)

To be more specific, for praising to occur, it may be necessary to praise the performance which is approximately right, rather than waiting for perfect behavior. Then,

1. Praise people immediately; trainees, when performance is approximately right; experienced, when performance is exactly right.
2. Tell people what they did right--be specific.
3. Tell people how good you feel about what they did right--be specific.
4. Stop for a moment of silence to let them 'feel' how good you feel.
5. Encourage them to do more of the same.
6. Shake hands or touch people in a way that makes it clear that you support their success in the organization.

7. And reaffirm that you think well of them and their performance. (Blanchard and Johnson 1982, 44)

(These recommendations are obviously designed for business/industry, but can certainly be adapted towards education with a variance in terminology.)

For a reprimand, remember that this is negative and it is for the behavior that is undesirable, not the person. It encompasses the following steps:

1. Reprimand people immediately.
2. Tell people what they did wrong--be specific.
3. Tell people how you feel about what they did wrong--and in no uncertain terms.
4. Stop for a few seconds of uncomfortable silence to let them feel how you feel.
5. Remind them how much you value them.
6. Shake hands, or touch them in a way that lets them know you are honestly on their side.
7. Reaffirm that you think well of them, but not of their performance in this situation.
8. Realize that when the reprimand is over, it's over. (Blanchard and Johnson 1982, 59)

The premise is that with feedback, behavior and attitudes can be altered. Teachers have the ability to create more positive, educational experiences for students by utilizing their resources and the power bestowed upon them as teachers. This ability can be used to change students' self-perception. For example, Reasoner (1983a, 51-64) showed that through positive feedback and praise which recognized strengths and acceptance, the subjects in his study became more self-confident, relaxed, happier and purposeful in their work than did subjects in a control group.

(This study had both teachers and parents treating children as important individuals, giving them limits, setting expectations, and expanding goals.)

In order to enhance the self-esteem of adolescents in school by behavior modification, teachers and school officials should have an understanding as to what motivates students to behave or to perform. Maslow (1970) formulated a theory of motivation based on the gratification of a hierarchy of individual needs. The first need of an individual is the physiological need. At this point, an individual's main motivation is gratifying the need for homostasis--a constant maintenance of the body's level of water, salt, sugar, protein, fat, calcium, oxygen, hydrogen-ion levels and temperature of the blood. This need is accomplished by an individual's appetite which usually functions to satisfy the needs of an individual's body. Once this level of motivational need--the physiological need--is satisfied, an individual has a new set of needs which Maslow refers to as the need for safety. The individual at this motivational level must satisfy the need for "security, stability, dependency, protection, freedom from fear, from anxiety and chaos, the need for structure, order, law, limits, strengths in the protection, etc." (Maslow 1970, 39).

The third level of needs--belongingness and love--emerge once the physiological and safety needs are gratified. Maslow defines this need as a social need for the

individual to have meaningful and affectionate relationships with people--to be a member of a group or family. If this need for belongingness is satisfied, then the fourth level of needs appears--the need for esteem. At the esteem motivational level, an individual seeks "a feeling of self-confidence, worth, strength, capabilities, and adequacy of being useful and necessary in the world" (Maslow 1970, 45). If this esteem need is not met, an individual feels inferior, weak and helpless. The highest need in Maslow's hierarchy is the need to self-actualize, i.e., to reach his/her potential, whatever that potential may be. This need is based on each individual's ability to "become everything that one is capable of becoming" (Maslow 1970, 46).

If an individual has not satisfied his/her physiological or safety needs, then educators may be able to facilitate this process with the assistance of community services. If an individual has not satisfied his/her social need for belongingness, then educators can foster school activities and projects which can facilitate the creation of social groups for adolescents. The need to satisfy or gratify these three basic needs--physiological, safety, and belongingness--is necessary before schools can target the enhancement of the esteem need in adolescents as a goal. Also, educators must realize that due to situational and environmental changes, individuals can fluctuate on their attainments of motivational levels. The necessity to be aware

of student's changes in his/her motivational level is mandatory in order to utilize Maslow's motivational theory and, more importantly, to assist students to achieve higher personal motivational levels--to self-actualize.

Erickson (1968, 16) described the

> Identity Crisis [of adolescence as] a necessary turning point, a crucial moment when development must move one way or another, marshaling resources of growth, recovery, and further differentiation.

Understanding the "identity crisis" in adolescence provides a clue to the importance of educators in facilitating the adolescents' struggle in the hierarchy of motivational levels. With Maslow's motivational theory, educators recognize the emergence of the peer groups of adolescents as a "significant other" group which provides important feedback to the adolescent. Thus, educators can create a sense of belongingness within the confines of schools by forming group activities, projects, clubs, athletic events, etc. All of these controlled extracurricular, in-school activities may facilitate the gratification of the adolescent's need for belongingness and thereby, allow teachers and school officials to concentrate on the enhancement of the student's esteem needs.

For example, Stake, DeVille and Pennell (1983) conducted assertiveness training sessions for 148 adolescent girls who were exposed to training considered crucial for promoting assertiveness behavior: modeling, behavioral

rehearsal and feedback. Significant changes in the Performance Self-Esteem Scale were found between the pre-testing and a 3-month follow-up. Changes in the self-esteem of the subjects were related to the subjects self-report and the teacher's perception of the students. Low self-esteem students showed a greater increase than did the high self-esteem students during this evaluation.

Some other projects which have proven to enhance or increase the self-esteem level of adolescents are: extracurricular activities (Tax 1983), art and video projects (Chin et al. 1980), group counseling (Peitler 1980), summer camps (Rubenstein 1977), wilderness programs (Kaplan and Talbot 1983), etc. (Observation were based upon gains of various scores obtained during pre and post testing situations.) The participants in these studies had two areas in common: (1) the adolescent age range of the subjects; and (2) an increase of the subjects' self-esteem levels after some type of intervention. The conclusions of each research project was that with an intervention such as assertiveness training, extracurricular activities, art and video projects, group counseling, etc., the self-esteem of the adolescent participants increased. Perhaps, an alternative conclusion may also be that adolescents were in Maslow's belongingness motivational need level and, therefore, by having researchers provide a social group activity, the participants developed a reference group which gratified their

need for belongingness and also allowed them movement to the higher esteem motivational level. The group context may be a common factor related to increases in an individual's self-esteem level.

In-school interventions can increase the self-esteem of adolescents. For example, Fitzpatrick (1975), studied the effects of a 16 week value clarification program which was administered to 547 students. The results of this research indicated that the treatment group achieved significantly higher gains than the control group on the Piers-Harris Self-concept Test (Piers and Harris 1969), The California Test of Personality (Thorpe, Clark & Tiegs 1953) and the Iowa Silent Reading Test (Greene, Jorgensen and Kelley 1973). Some other successful in-school interventions which showed positive increases in adolescent' self-esteem were: study skill remediation classes (Crittenden, Kaplan and Helm 1984), in-school group counseling (Verleuer et al. 1986), and small group instruction using a curriculum which provides the subjects the opportunity for self-awareness through independent activities (Beane and Lipka 1984). By allowing students the opportunity to explore new ideas and roles and through participation in a high level of interactive classes, students were able to test their self-concepts and modify them according to each situation.

School or group projects, clubs, athletic teams, and extracurricular activities illustrate other fertile

territory which may enhance adolescent self-esteem. These experiences provide the adolescent an opportunity to assume leadership roles and explore responsibilities. These types of experiences also enable self-directtion and preservation in adolescents. An end result in participation in these types of experiences are ownership and pride. Since

> self-perception in youth is largely dependent on social connectedness, the feeling that one is accepted as part of the group [makes it contingent upon the school to attempt to] provide a cooperative reward structure that emphasizes group work. (Bean and Lipka 1984, 36)

These school options would seem to facilitate social connectedness or Maslow's need for belongingness.

Another factor in enabling schools to enhance the self-esteem of adolescents is the type of climate that is evident within the school itself. Two opposite theories on a continuum of school climate conditions are a custodial climate to a humanistic climate (Willower, Eidell and Hoy 1967). The term climate refers to the atmosphere or milieu that permeates or underlies all the transactions and interactions that take place in the school setting. To be more specific,

> The custodial climate is characterized by concern for maintenance of order, teacher preference for autocratic procedures, student stereotyping or labeling, punitive sanctions, moralizing by authorities, impersonalness, and emphasis on obedience. In contrast, humanistic climate is characterized by preference for democratic procedures, high degreees of interaction, personalness, respect for individual dignity, emphasis on self-discipline, flexibility, and participatory decision-making. (Beane and Lipka 1984, 31)

In the comparison of these two philosophies for maintaining schools, Deibert and Hoy (1977) found that there was a statistically significant and positive relationship between more humanistic high schools and students' ability to gain greater degrees of self-actualization (self-fulfillment).

Administrators have a great deal of responsibility in providing a conducive climate which enhances both the staff and the students' self-perceptions. School administration should be able to set limits, create an environment which recognizes uniqueness, appreciates the individual and encourages realistic self-assessment. Expectations should also be well defined with the necessary support given in both the form of financial assistance and materials for the classroom (Reasoner 1982, 8).

More specifically, school climates which are designed to increase students' achievement and self-esteem form three cluster practices: ideology of the school, the organization of the school and the instructional practices of the school climate function together in order to produce effective schools. The school ideology

> refers to the general beliefs, norms, expectations, and feelings which characterize the school's social system. The belief that students can learn and that teachers can teach is an important characteristic of an effective learning environment. (Brookover et al. 1982, 3)

The ideology must be accompanied, however, with a school organization which defines learning as "desirable and rewards

effective teaching as well as successful learning" (Brookover et al. 1982, 4). The third dependent component in an effective school climate are instructional practices which must also enhance the ideology and organization of the school. Instructional practices include "effective instruction, reinforcement practices, student team learning, assessment and time-on-task" (Brookover et al. 1982, 4).

In order to implement all three climate clusters in a school, roles of each school member are clearly defined. The student's role is that of a high achieving learner; the teacher's role is that of an instructor of all students towards high achievement; and the principal's roles is that of a leader identifying the objectives and monitoring the success of the instructional program. When students, teachers and administrators all function with the common goal, the results of this unity produce effective schools.

Brookover et al. (1982, 103) believe that of these three clusters, "the most important aspect in creating an effective learning climate is setting up a reward system which clearly 'strokes' staff and students for academic success." Implementation of a reward system requires strategies which range from informal and non-academically oriented to formal and academically-oriented. Some possible reward strategies include: praise and encouragement, games and competitions, formal recognition of achievement, academic displays, interscholastic teams, teacher rewards, and

student rewards (Brookover et al. 1982, 103-4). Although research provides mixed results on reward systems, research does indicate that reward systems used as motivators are successful if the program follows some basic steps: (1) contingency (contingent upon the behavior or performance of behavior to be reinforced); (2) specificity (specify the particular behavior); and (3) sincerity/ variety/credibility (vary the verbal content in a believeable manner and with regard to the situation). If the axiom, nothing succeeds like success, is valid, then rewards and reinforcements which recognize success can provide students with the increased motivation which enables improved performance and enhanced their self-esteem.

Another factor that enhances the self-esteem of students has to do with allowing students "to view and examine their own behavior [with the belief that] they would change their behavior in a positive direction" (Silvernail 1985, 37). This can be done by implementing various commercial programs such as the "Magic Circle" (Bessel and Palomores 1970) which includes exercises and materials to enhance intrapersonal communication between students. This approach has been used on the elementary school level and has been shown to be effective. For example, after a 25 week period, the self-esteem levels of students participating in the study increase significantly (Silvernail 1985). Other

products, such as Reasoner's Building Self- Esteem (1982b), are also available, but the user should examine these products scrupulously in order to see if they have proven effective in having students become more self-aware.

Broedel et al. (1960) demonstrated that counseling within secondary schools created increased self-esteem among his participants in the study. These students were labeled as gifted and underachieving adolescents. Broedel discovered that the more non-directive the counseling techniques were, the more the participants in his study increased in their levels of self-esteem. Non-directive counseling of adolescents is seen as an effective method in

> helping students gain in acceptance of themselves and others. If a student perceived the other group members, including the counselor, to be genuine, accepting and understanding, he/she had a better chance for personal growth than if he were in a group offering a poorer relationship. (Boedel and others 1960, 165)

One last, but significant, possibility to increase adolescent self-esteem is the development of a partnership with the student's parents or the community's business or industries with a mutual goal of increasing students' self-esteem (Silvernail 1985). In fact, the Committee for Economic Development (1985, p. xii) in its' purpose statement iterates the goal between business and public schools as follows: "to find new ways to provide all of our children with the opportunity to learn, to grow and to become informed and productive adults."

Partnerships also provided special opportunities that teachers and school officials can explore in order to increase student self-esteem and student achievement.

The general categories of some proven successful school-business partnerships is lengthy, but serves as an important blueprint for prospective partnerships. Shelton (1987) classified these partnerships into twelve categories:

1. Applied business expertise--computer-related programs; curriculum development; public relations; special needs.
2. Career awareness--speakers and seminars; company visits and mock interviews; interning, mentoring, training; career days and career shadowing; career education and program development.
3. An increase in company employees' understanding of schools.
4. Curriculum enhancement--creative curriculum development; class speakers and company tours; business tutors; a business showcase of student art; special opportunities for advanced students; special needs.
5. Donation of equipment, fund-raising, and scholarships.
6. Economic education assistance.
7. Job opportunities.
8. Morale/motivation building--attendance; academic achievement; school pride; personal pride.
9. Parental involvement.
10. Professional development for teachers or staff--computer training; workshops; seminars; internships; sabbaticals; curriculum development.
11. Reciprocal services from schools--provision of services for business employees; holiday celebrations; nursing home visitations; special events.
12. Special student populations--English as a second language students; disabled students; minorities.

The school officials and educators, therefore, can impact the self-esteem level of students by first deciding which aspect of self-esteem to influence and then, by applying the appropriate school-business intervention. For

example, if the school-business partnership decided to impact the academic component of the students' self-esteem, then the business could provide tutors for the non-academically achieving students. Partnerships, such as Frito-Lay's "Adopt-A-Student" (Shelton 1987, 27) program, in Dallas attempts such goals. Frito-Lay sends hundreds of employees into local schools as tutors and teacher's aides in an effort to impact the academic achievement effort of students in Dallas. Schering Ploug Consumer Operations (Shelton 1987, 26), in Memphis, also sends its employees to the local schools as volunteer tutors. By giving their employees release time, Schering Ploug allows its employees the opportunity to impact students in both academic and self-esteem aspects of the student's school life. The possibilities of partnerships between business and schools is limitless and when the partnership is effective, both the school staff and students, along with the business employees, reap beneficial results.

Many opportunities exist within secondary schools and within the community which produce positive behavioral changes in adolescents which impact the self-esteem level of the students. Whether behavior modification, the school climate, partnerships, etc., are used as a vehicle for affecting the self-esteem level of adolescents, the goal of enhancing self-esteem of adolescents in school is paramount

in maximizing students' opportunities for secondary school success.

2.6 An Overview of Methods and Techniques Which Create a Secondary School Model for the Enhancement of Students' Self-esteem

Techniques, methods and interventions exist which can not only effectively provide for the education of adolescents, but also for the enhancement of their self-esteem. Students with a high self-esteem have less difficulty with their identity crisis than students with low self-esteem. Since schools vary in size depending on student enrollment and numbers of teachers, support staff, and administrators, the following discussion is an outline which school personnel can pursue in an effort to increase the self-esteem of secondary school students. The impetus for enhancing the self-esteem level must initially originate from the teachers and administrators within the school. These school officials are the key to the implementation of any model which would affect the enhancement of self-esteem levels of the students.

First, in order to develop a model to increase the self-esteem level of secondary students, there must be staff development and training within schools in order to form a mission statement which includes a unified vision of enhancing the self-esteem levels of the students. If a conscientious efort to also increase the self-esteem of the staff

were included in the mission statement, then both students and the staff of the school would benefit since it is shown that "teachers with high self-esteem bring out the best in children . . . they provide the positive feedback that builds positive feelings (Reasoner 1982a, 5).

Once the mission statement is established and includes enhancing the self-esteem of students, the staff must then explore some concrete examples of methods of increasing students' self-esteem. Some of these methods such as behavior modification, school/business partnerships, staff training, development of a humanized school climate, etc. were mentioned previously, but it is imperative that the entire staff is operating from the same vantage point. There must be some agreed upon goals, an action plan and an evaluative process to record and measure the effects of the program. This evaluation procedure provides feedback as to effective and ineffective practices related to increases or decreases in students' self-esteem levels. This evaluative process allows for the continuance, modification or elimination of practices in their relationship to self-esteem levels of the students. Also, the methodology that is selected by the staff should be consistent for all participants. Perhaps the ideal change model would be that of the "social interaction perspective which is more sensitive to the complex and intricate set of human relationships and substructures

and processes involved in the adoption and dissemination phase" (Glaser 1983, 405). In this model, interpersonal relationships are vital towards the development of common attitudes and beliefs of the reference group, i. e., students, staff and teachers.

The staff training should not only include proven methods to increase the students' self-esteem in the school, but also factors that humanize schools, establish a learning climate, and maximize an individuals growth and development. Staff should understand the use of positive reinforcements and the advantages and/or disadvantages of random or immediate reinforcements. If the staff masters the use of positive reinforcements with students, the advantage of this tactic would be to "reinforce the desirable behavior [of students] while [the use of] negative reinforcements actually serves to reinforce the undesirable behavior" (Fantini and Weinstein 1968, 113).

The goal of staff training and development is to provide tactics, strategies, and interventions that can increase the level of student's self-esteem. For the training provided the staff to endure, to be utilized, to adapt with situational changes, a model is needed which allows for growth and change over time. A model for increasing students' self-esteem should incorporate the twelve characteristics of Davis and Salasin's model for the school's

staff to implement their initiative. These twelve characteristics of a model are as follows:

1. The model, above all, should be practical.
2. The parts of the model should be manipulable.
3. Economy of use should be a primary consideration.
4. Ease of communication is important.
5. The model should be comprehensive.
6. Synergism--the force of factors working together is important to consider.
7. The model should lend itself to intervention in phases.
8. It should be possible to work with the individual components of the model.
9. The model should call attention to how the change process influences the rest of the system.
10. The model should be flexible and versatile enough to apply to different organizational systems.
11. The model should provide a basis for a subsequent evaluation of the effectiveness of change.
12. The model should recognize the human characteristics of the participants involved. (Davies and Salasin 1979, 418-9)

By employing these twelve characteristics into a change model for increased self-esteem of students, provisions are made for the model to be instituted by a viable change agent; for the model to be adapted to the students in the school; for the model to meet the financial constraints of the school; for the model to adapt to changing situations within the school; for the model to be evaluated and possibly modified with respect to the results of the evaluation; etc. Staff training should be seen as a process whereby changes will occur. The staff's vision, focus and/or mission statement affecting the students' self-esteem level is fixed; however, the implementation of the model to affect student's self-esteem is capable of change and

experimentation due to evaluation results and new research findings.

If this model includes tangible incentives or rewards for the students, it should be noted that the values of incentives are mixed.

> The ultimate goal of the process of building self-esteem is to have children become self-actualizing or self-motivated individuals. However, . . . some children may need rewards of one kind or the other. . . [It could be in the form of] points, grades, social recognition, prizes, privileges, etc. Praise is a form of reward perhaps used most frequently in schools. (Reasoner 1982a, 43)

This constant feedback of positive rewards/recognition aid students in developing confidence and success. There is, however, a thin line that must be observed in order that students do not become dependent on a particular reward system. For if this happens and the rewards are withdrawn, the student may become unmotivated (Reasoner 1982a). To use rewards, positive recognition or incentives as behavior reinforcers, Becker suggests three steps to promote classroom learning and behavioral changes (Goodwin and Coates 1976, 74):

> First, when new skills are being learned, reinforcement must follow immediately after the behavior, and must be given at frequent intervals. Second, once the desired behaviors are established, reinforcements should be given only at intervals, after several correct responses have been made. Third, the teacher gradually shifts to unpredictable reinforcement so that the newly acquired behavior can be sustained for longer periods of time without continued feedback . . . . Unpredictable reinforcers are similar to bonuses in that they may be given at any time and their delivery cannot be predicted. Finally, we

> need to reinforce small steps in the right direction. . . Unless we are prepared to acknowledge small gains with students, their progress may continue to be slow.

If incentives/points are considered as a means to change behavior, it must be a program where all students have the same opportunity to earn points. Individual differences should be considered; points or tokens are given as an immediate response to a wanted behavior; and tabulation of the results is systematically achieved (Goodwin and Coates 1976, 138-44). It should be noted that:

> a token economy can open the doors to greater student involvement by shifting from a program that runs because students have learned to go through the motions to one that functions because they are expressing the excitement that accompanies real growth and independence. (Goodwin and Coates 1976, 144)

First, the staff is involved in a continuous process to increase the self-esteem level of the students in the following manner: by developing a focus or vision for the school officials; by defining and developing a model for implementation; by striving towards the creation of an humanistic learning climate within the school; by recognizing the importance of behavior modification and a reward system in affecting the self-esteem level of the students; by exploring the possibility of developing a business partnership to aid the model; and by developing an evaluation methodology which monitors and shapes the future tactics and strategies of the model. Then, and only then, can this model become operationalized.

To operationalize this model, the principal or his/her designee, to be known as the change agent, must realize the methods of facilitating the implementation stage. Two linkage tools assist the change agent in the implementation stage: The Wolf-Welsh Linkage Mehodology (Wolf 1983) and the Wolf Knowledge Difusion/Utilization Inventory (Wolf 1988). A nine step overview of the Wolf-Welsh Linkage Mehodology that a change agent should consider in the implementation of a change model are as follows:

> I. Attributes of Persons Apt to use the Linkage Methodology Effectively.
> II. Identification of a Targeted Audience's Need to Modify Some Aspect or Aspects of Professional Practice.
> III. Identification of Practices and/or Products Apt to Meet Identified Target Audience's Needs.
> V. Modification of Practices and/or Products Selected to Meet Identified Needs of Targeted Audience.
> VI. Determination of Demographic Characteristics and Certain Attitudes.
> VII. Conceptualization and Implementation of Strategies and Tactics Intended to Incorporate Designated Practices and/or Products within the Professional Practice of the Targeted Audience.
> VIII. Part One. Evaluation of the Modification in Practice.
> Part Two. Evaluation of the Methodology.
> IX. Recommendations for Improving Upon the Linkage Methodology (Steps I through VIII) on the Basis of Evaluation Results (Offered by Persons who Used the Methodology). (Wolf 1983)

Once aware of these factors and able to minimize the obstacles, the change agent can begin to facilitate the adoption of this practice or the institutionalization of this model. By using the Wolf Knowledge Diffusion/Utilization Inventory, the change agent may obtain

> decision-oriented data of importance to the linkage enterprise. These data can be used to reduce the guesswork associated with communication enterprise, they can be used to address problems which arise, and they can be used to alter communication plans prior to the commitment of extensive resources. Persons using the Inventory have the added advantage of objective documentation to support some or many of their linage decisions. (Wolf, 1988)

The change agent must also at this point promote the possible yield or anticipated results of model to the staff if students do increase their self-esteem. Students with high self-esteem usually perform better academically in school and display fewer nonproductive, antisocial behaviors which can be an impediment towards the students secondary school success. If the student exhibits productive behavior, then this positive behavior will impact the classroom and the effectiveness of the teachers.

Staff training is crucial, not only for implementing a model of increasing student self-esteem, but also for the effective functioning of the school. If a humanistic and effective learning climate exists within the school, then implementation and revision of effective models can be attained. The school climate provides the backdrop for the implementation of innovative practices and the acceptance of staff training.

2.7 Summary

Since the early 1900s, social scientists and researchers have been examining the concept of self-esteem in

an effort to explain and predict human behavior. Although consensus has not yet been reached, a general definition of self-esteem is available. Self-esteem is considered "a personal judgement of worthiness that is expressed in the attitudes which individuals hold" (Burns 1979, 52). Seven subdivisions of these attitudes which more fittingly apply to adolescents are as follows: anxiety, physical appearance, popularity, intellectual/school status, behavior, happiness/satisfaction, and total self-concept. When researchers evaluate these subdivisions in an effort to determine an adolescents' level of self-esteem, the use of tests or instruments are more valid when judged in conjunction with observations and overt behaviors. Although difficulties exist in determing a true evaluation self-esteem, the cautious use of techniques, methodology, observations, and instruments minimize erroneous measurements.

With the ability to obtain an approximate evaluation of an adolescents' self-esteeem, researchers have discovered a relationship between self-esteem levels and secondary school achievement. For example, researchers have demonstrated a strong relationship with students who have a low level of self-esteem and non-productive behavior. More specifically, students who exhibit a low level of self-esteem also exhibit higher school absenteeism, are more likely to drop out of school prior to graduating, earn poor

or low grade point averages, become pregnant, are addicted to or abuse drugs and/or alcohol, and exhibit other maladaptive or non-productive behaviors.

Since researchers have ascertain a relationship between self-esteem and adolescent school achievement, then the following question obviously is how can the level of self-esteem be enhanced in adolescents and if so, will the rise in self-esteem of an adolescent affect his/her school behavior and performance? This review of literature suggests that adolescent self-esteem is a factor in school performance and is capable of being enhanced. If so, perhaps a combination of the behaviorists' stimulus-response techniques along with a goal of increasing the self-esteem levels of adolescents is an appropriate venture. The questions asked are: (1) Can behavior modification techniques alter the self-esteem levels of adolescents? (2) Can an enhanced level of self-esteem in adolescents produce higher school achievement and fewer non-productive behaviors? and (3) Can a school/business partnership provide schools with additional resources in an effort to implement the aforementioned goals?

With this in mind, the change agent is capable of defining and implementing a model whose goal is to produce an increased level of adolescent self-esteem through a directed behavior modification program and to develop a school/business partnership in an attempt to increase student's

self-esteem resulting in improved academic performance and decreased non-productive behaviors. More specifically, a program can be implemented whereby adolescent self-esteem is enhanced through a behavior modification program executed by the teachers. Teachers, serving in the role of significant others to the students, can develop a program which emphasizes the seven categories of adolescents' self-esteem. This may be accomplished by the use of feedback (one-minute praising and reprimands), rewards, recognition and/or incentives. By utilizing Maslow's (1970) motivational levels as a backdrop to effective behavior modification methods, adolescent self-esteem can also be enhanced. In this manner, it is possible to target the specific needs of the students. Most adolescents respond to teachers/school officials who provide them with a social or group activity which acknowledges their social need on Maslow's hierarchy. This opportunity then allows the students to move towards satisfying their esteem needs and ultimately, the need for self-actualization.

Also, by establishing a humanistic climate in the school as opposed to a custodial climate, school officials provide a conducive atmosphere to begin to define and enhance the self-esteem levels of adolescents.

One last intervention that school officials can use to enhance students' self-esteem is the development of a partnership between the school and parents, businesses or

industries in the community. In this way, the outside resources of the community can be utilized in order to enhance the school and provide additional opportunities for the students in a variey of areas.

In order to implement a program within a secondary school with a goal of increasing the self-esteem level of the student population, the change agent should follow the following steps: (1) provide for staff development and training in creating a mission statement with a common vision of enhancing the self-esteem level of the students; (2) provide for the opportunity of teachers being able to understand and implement proven methods which enhance students' self-esteem; (3) develop and implement an evaluation tool to monitor the results of the program in relationship to the desired outcomes; (4) define and work towards developing a humanistic school climate; (5) establish a change model utilizing the characteristics of Davis and Salasin's (1979) model (see p. 64); (6) implement a feedback, reward and/or recognition program; (7) utilize The Wolf-Welsh Linkage Methodology (Wolf 1983) and The Wolf Knowledge Diffusion/ Utilization Inventory (Wolf 1988) during the implementation stage as an aid to institutionalization; and (8) establish a school/business partnership to assist in the school wide implementation of the model for the enhancement of students' self-esteem.

In conclusion, by combining the aforementioned theories and techniques into an operative model which uses behavior modification, school-business partnerships, rewards, incentives, recognitions, and staff development and training, adolescent students will be given the opportunity to enhance their self-esteem by the positive feedback from teachers and school officials who are seen in the role of significant others to the students.

Burns (1979, 30) summarized this exceptionally well when he said that self-esteem

> plays an inevitable part of both the outcomes and conditions of learning. . .Since academic success is associated to a moderate extent with positive self-esteem, no teacher is wasting time attempting to improve any child's conception of himself and this is more likely to produce subsequent increases in academic performances . . . Self-understanding and the relationships of others are so crucial a part of one's life that they ought to form the part of any educational programme.

CHAPTER 3

DESIGN OF THE STUDY

Five topics are addressed as part of the Design of the Study: 1) information pertaining to the school setting, Bridge Academy; 2) a description of the student population at Bridge Academy for the 1986-87 and 1987-88 academic school years; 3) the procedure of the study; 4) the research design; 4) the collection of data; and 5) the analysis of data.

3.1 A Description of Bridge Academy

Bridge Academy (BA) is a public, alternative junior-senior high school located in Springfield, Massachusetts and enrolls a diverse group of "at risk" students. The high school population includes grades ten through twelve and enrolls students who have either dropped out of school or are on the verge of withdrawing from their traditional school setting. These students enter BA with one of three possible goals. Each student may graduate from Bridge Academy by successfully completing sixteen Carnegie units of academic work; may earn academic credits which are transferable to another traditional high school in the city;

or may study and take the G.E.D. (General Equivalency Diploma Test).

The junior high school (grades eight and nine) enrolls at most fifteen students at each grade level. These students who apply to the program have exhibited high absenteeism, poor academic success and a high rate of suspensions at their previous school. In fact, in most cases, these students are on the verge of dropping out of school.

The P.A.G.E. Program (Pregnant Adolescent Girls' Education Program) enrolls students from grades seven through twelve. These girls attend BA for their academic studies and also for classes concerning their pregnancy. These students are enrolled usually during the fifth month of their pregnancy and return to their traditional schools following the birth of their child.

There are also two other classes within Bridge Academy. One is for non-English speaking students who are illiterate in English and their own native language. These students are overage for their proper grade placement and have experience a lack of schooling in their native country. These students are in basically a self-contained classroom and study either to prepare for the G.E.D. or a transfer to another traditional class. The other class at BA is under Chapter 766, Massachusetts Special Education Law. This class consists of students who are under sixteen years of age, have demonstrated severe behavioral problems, and have

tested at the low range on intelligence tests. This class is also self-contained.

The enrollment at Bridge Academy fluctuates during the school year, but usually has between 120-140 students enrolled at any one time. During the course of the academic year, approximately 200-230 students are enrolled in the school. Some students remain in enrollment for the entire year, while others return to their previous school, move to another school district, or drop out of school. The staff consists of fourteen teachers, one counselor and one principal.

3.2 A Description of the Student Population at Bridge Academy

Information regarding the student population included in this study from Bridge Academy for the 1986-87 and 1987-88 academic year includes the following areas: sex, race, age, grade, program, length of enrollment, number of suspensions, family background, and eligibility for free lunches.

More specifically, there were 397 students included in this pilot study. Of these 36.5% (N=145) were male and 63.5% (N=252) were female. The racial distribution of these students is seen on Table 1 (page 77).

The age distribution of the students at Bridge Academy is seen on Table 2 (page 78). (Age was determined by the students age as of December 31st of the year enrolled.)

The mean age of the students was 16.2 years old and the standard deviation was 3.8 years.

Table 1--Racial Distribution of Bridge Academy Students, 1986-88

Race	N	Percentage of Population
White	113	28.5%
Black	168	42.3%
Hispanic.	110	27.7%
Oriental.	5	1.2%
Indian.	1	0.3%
Total	397	100.0%

Of the 397 students enrolled at Bridge Academy, 43.8% (N=174) were enrolled in the high school, 23.7% (N=94) were enrolled in the junior high school and 32.5% (N=129) were enrolled in P.A.G.E. The average length of enrollment for the students was 5.4 months with a standard deviation of 2.8 months.

Students enrolled in Bridge Academy were in grades seven through twelve. Table 3 (page 79) illustrates the grade distribution of the students in this study.

Table 2--Age of Bridge Academy Students, 1986-88

Age	N	Percentage of Population
12	2	0.1%
13	17	4.3%
14	35	8.8%
15	85	21.4%
16	105	26.5%
17	96	24.3%
18	36	9.2%
19	16	4.1%
20	5	1.3%
21	0	0.0%
TOTAL	397	100.0%

Discipline code violations such as not attending assigned classes, fighting, insubordination, disrespect towards staff members, possession of alcohol, drugs or a dangerous weapon, resulted in a student being suspended from school. During the 1986-88 school years, Bridge Academy had 130 suspensions involving 93 students. The mean number of suspensions for these students who were suspended was 1.4.

There were 23.4% of the BA students who were suspended during the 1986-8 academic years. Table 4 (page 80) illustrates the number of suspensions for the student population in this study.

Table 3--Grade Distribution of Bridge Academy Students, 1986-88

Grade Level	N	Percentage of Population
7	17	4.3%
8	63	15.9%
9	71	17.9%
10	128	32.3%
11	46	11.6%
12	72	18.0%
TOTAL	397	100.0%

The head of the household of the students of Bridge Academy was classified as a two-parent home, a single-parent home, a foster-parent home, a home of a relative of the student, a student living alone on his/her own resources, a married student living with his/her spouse, or other living arrangements such as shelters. The distribution of these head of household classifications is illustrated on Table 5 (page 80).

Table 4--Number of Suspensions of Bridge Academy Students, 1986-88

Number of Suspensions	N	Percentage of Population
0	304	76.6%
1	66	16.6%
2	19	4.8%
3	6	1.5%
4	2	.5%
TOTAL	397	100.0%

Table 5--Household Heads of Bridge Academy Students, 1986-88

Head of Household	N	Percentage of Population
Two-parent Home	62	15.6%
Single-parent Home	246	62.0%
Foster Parent Home	14	3.5%
Relative's Home	40	10.1%
Student, Alone	18	4.5%
Married Student with Spouse	6	1.5%
Other	11	2.8%
TOTAL	397	100.0%

The students were eligible to qualify for federally subsidized, free lunches if the total income of their households did not exceed federal limits. These limits are established on a yearly basis and are used to determine households that constitute the federally defined level of poverty. (See Appendix C for the federal income guidelines for free lunch qualifications.) From the returned forms completed by the students' parents or guardians, 68.5% (N=272) of the students were eligible for free lunches.

The end of the year status of the students who were enrolled at Bridge Academy during the 1986-88 academic school years is illustrated on Table 6 (page 82). The end of the year status classification was as follows: the student was promoted to the following grade or graduated from high school; the student dropped out of school for a variety of reasons; the student transferred to another school either in or outside the school district; the student failed the academic school year and either had to attend summer school to make up the deficiency or repeat the grade; or the student was enrolled for less than one month and not included in this study.

3.3 Procedure of the Study

Two interventions took place at Bridge Academy during the 1986-87 and 1987-88 academic school years. One was a directed behavior modification program implemented by the

Table 6--Student Status at the End of the Academic Year, 1986-88

Student Status	N	Percentage of Population
Graduated	51	11.1%
Promoted	197	31.6%
Transferred	77	16.7%
Dropped Out	86	18.7%
Failed the Grade	37	8.0%
Enrolled < 1 Month	64	13.9%
TOTAL	461	100.0%

staff and the other was a school/business partnership involving Massachusetts Mutual Life Insurance Company of Springfield, Massachusetts and Bridge Academy (MM/BA).

Firstly, the behavior modification program began by initially training the teachers and staff of Bridge Academy in behavior modification techniques and the factors which influence the development of positive self-esteem in students. This training enabled the staff to initiate a behavior recognition program whereby students were "Caught Being Good." By using Maslow's (1970) concepts of motivational levels and Piers and Harris' (1969, 1984) adolescent categories of self-esteem, the school staff attempted

to shape students' positive behavior and self-esteem levels by recognizing students who exhibited correct, approximately correct or improved behavior or performance in school. By using commercially available, "You Were Caught Being Good" slips (Berg Christian Enterprises), staff members were able to acknowledge students' behavior or performance. (See Appendix A for a copy of "You Were Caught Being Good" slips.) On these "good slips", the staff was able to enter the student's name, the date of the behavior or performance, the staff's name, and the specific good behavior or performance accomplished. The staff utilized the "good slips" with the students of Bridge Academy in an effort to immediately and specifically reinforce positive or improved behavior or performance of the students.

When a student received these good slips, he/she brought them to the principal's office. The principal then was responsible for having all the students names posted publicly on the bulletin board and denoted the number of "good slips" earned by each student. By a public acknowledgment of good behavior or performance, two results occurred: (1) there was a public recognition for each student of their number of good slips and (2) there was a monitoring system developed as a means of collecting data.

The staff was trained to recognize that behavior modification works on one behavior at a time. Therefore,

students were recognized for behaviors and performances such as improved attendance, promptness, completed or well done assignments, improved or good test/quiz grades, improved/ good behavior in class, helpfulness, creativity, special skills, etc. (See Appendix B for sample of students' behaviors which teachers recognized.) The teacher was able to recognize a wide range of behaviors which warranted recognition. Each student had different needs, different levels of competencies, and different levels of self-esteem. Therefore, the staff attempted to recognized each student's needs and provide appropriate reinforcements accordingly. Staff member also had their own sets of expectations for students which influenced different characteristics of student's self-esteem development.

During the on-going tabulation of good slips, the staff decided on appropriate incentives/rewards. Depending upon financial constraints, various recognitions were possible. Students could earn enough "good slips" so as to receive such items as: school-labeled T-shirts, school-labeled pins, Susan B. Anthony dollars, recognition ribbons, certificates of achievement, prizes, and awards. (The certificates of achievement, prizes and awards were given out at a school-wide assembly whereby each student receive some sort of positive recognition by the staff.)

Criteria for these good slips were established by each staff member prior to the beginning of each year. These personal criteria were modified at optimal times due to the feedback from the students and other staff members. Since most students, if not all students, had strengths in some areas of knowledge or performance, it was possible to acknowledge all the students who attended school. For those students who only came to school infrequently, it was difficult to "catch them being good."

This system of behavior modification not only recognized academic achievement, but also recognized students' effort, improvement, new or higher motivation, growth, and improved behavior. In fact, each student while he/she was in school was able to participate in the program with each teacher or staff member. The staff's expectation and mutual goal acknowledged that the students were in the process of striving towards self-actualization and reacted by attempting to acknowledge the positive achievements of each student.

In an effort to provide for the efficient processing of the "good slips," the principal/researcher was in charge of the accountability for this program. The principal accumulated the statistics, provided monitoring for the students' recognitions, provided updating to the staff, and posted each student's "good slips" on a daily basis.

The second intervention during the 1986-88 academic school years was a partnership between the Massachusetts Mutual Life Insurance Company and Bridge Academy (MM/BA). This partnership was formed in May 1986 in Springfield, Massachusetts. At this time, both parties agreed to deal with the "at risk of failure" student population enrolled at Bridge Academy and intervene with strategies to enhance the self-esteem of these students. (See Appendix D for the Mission Statement of the partnership.) By doing this for the 1986-88 academic years, a determination would be made as to the relationship, if any, between MM sponsored events, the self-esteem levels of the students, and their school performance.

Believing that self-esteem is multidimensional, the MM/BA Partnership emphasized activities and utilized resources which provided students and staff with a broad base of experience to enhance their self-esteem. Examples of various projects and activities encompass three general categories: (1) activities or resources for the staff; (2) activities or resources for the students; and (3) activities, resources, or equipment for the entire school. Each request for any of these projects could have been submitted by any of the staff of BA to the principal for initial approval and then submitted to a representative of MM who would either reject or implement the request in an

expeditious manner. (See Appendix E for the MM/BA Project Request Form.)

The activities and projects for the staff began with a training session facilitated by a MM trainer. The facilitator presented Louis Tice's, "Investment in Excellence," (1983) a program which introduced various components of self-esteem to the staff. This began the staff orientation to the common goal of the partnership--the enhancement of self-esteem. Other activities that MM provided and continued to support for the staff were: speakers from MM to augment the curricula; financial backing for projects or field trips; mini-grants for the teachers in order to explore new possibilities in the classroom; conference fees and expenses for the staff; materials and supplies; end-of-the-year recognition luncheons for the entire staff and MM participating employee volunteers; etc.

Various types of support were also offered for the students. Many students were eligible to participate in the following activities: training sessions from MM employees on stress management, decision making skills, career opportunities, interviewing skills and classroom presentations; internships/shadowing experiences with MM employees; field trips to various departments within MM; luncheons at MM; enrichment field trips to various plays and presentations, enrichment speakers in the classroom augmenting the

curricula; recognition T-shirts to acknowledge improved or good behavior and/or academic performance; incentives for excellent attendance; graduation gifts for each senior, etc. (See Appendix F for a listing of specific MM events sponsored for the students included in this study and Appendix E for Project Request Forms used by staff to initiate the previously mentioned projects.)

There were also some general activities or projects which targeted both the staff and students of Bridge Academy. Projects such as the following were implemented: photographs of the staff and students; the layout, printing and distribution of the school yearbook; the maintenance and restoration of the landscaping of the school; new draperies for the cafeteria; a water fountain for the building; graduation expenses for a tent and a catered reception; office, classroom and athletic equipment; financing of a new exterior sign for the school, etc.

All of these sponsored events/projects took place during the 1986-88 partnership between Bridge Academy and Massachusetts Mutual Life Insurance Company. For the purpose of this research, only the effects of each students' direct involvement with Massachusetts Mutual was analyzed and tabulated. This was accomplished by monitoring each activity or event by its list of participants and the collection of data on an individual basis.

3.4 Research Design

The design selected is a one-group quasi-experimental design employed to examine two treatments. The independent variables are a behavior modification program (X_1) and a school/business partnership (X_2). Dependent variables include pre/post measures of students' self-esteem (Yb_1a_1), school achievement (Yb_2a_2), and a school attendance rate (Yb_3a_3) The design can be summarized as follows:

$$Yb_{123} \quad X_1X_2 \quad Ya_{123}$$

The first intervention program wa based on behavior modification (X_1) in which school staff recognized correct, nearly correct, or improved behavior of students and then issued a "You Were Caught Being Good" slip which contained the student's name, the behavior, and the teacher/staff member's name. When the student received these "good slips", he/she turned them into the principal/researcher who tallied them on a bulletin board which was accessible for public recognition.

The second intervention program dealth with a school/business partnership (X_2) whereby various activities or recognitions were given the students in an effort to enhance their self-esteem. An accounting was kept of students' participation in these varied events.

Students enrolled at BA for over one month during the 1986-88 school years make up the pilot study population of 397 students.

3.5 The Collection of Data

The Piers-Harris Self-concept Test (Piers and Harris 1969) was administered to each student enrolled at Bridge Academy during the academic years 1986-87 and 1987-88 when he/she first enrolled in school. When each student was transferred to another school, dropped out of school, or completed the school year, the Piers-Harris Self-concept Test was re-administered whenever possible. The results were tabulated and compiled by the researcher.

The criteria for each student receiving a grade of A+, A, A-, B+ . . . or F in his/her class was determined by the subject area teachers. These letter grades were then translated into grade points, whereby, A+=12, A=11, A-=10, B+=9 . . . and F=0. The grade point average (GPA) was then calculated and recorded four times each academic year at the end of each marking period. This was accomplished by dividing the sum of the grade points by the number of grades. A cumulative GPA for each student was also calculated by dividing the sum of the GPA's by the number of marking periods in attendance at BA.

The attendance rate was collected and recorded four times a year, at the end of each marking period. An average

absentee rate was determined by dividing the number of marking periods enrolled at Bridge Academy into the sum of the number of days absent.

The length of enrollment (rounded to the nearest month) and the number of suspensions for each student was collected and recorded. Also, the number of "Caught Being Good Slips" and Massachusetts Mutual Life Insurance Company's events or interventions for each student was collected and recorded by the researcher.

Data on the GPA, attendance rate, number of suspensions, length of enrollment, number of "good slips", number of MM interventions, pre and post Piers-Harris Self-concept Tests were recorded for each student on Mystat (1988).

The collection of students' demographics such as sex, race, age, grade level, program of study, family background, and eligibility for free lunches was collected and recorded by the researcher on LOTUS, Release 2.0 (1985).

3.6 Analysis of the Data

An anaylsis of data was made in order to differentiate the effects of the students attending Bridge Academy (BA), the effects of the directed behavior modification program and the Massachusetts Mutual/Bridge Academy Partnership (MM/BA). The students' GPA at BA and prior to attending BA, the average number of absences per marking period at BA and prior to attending BA, the number of suspensions at BA, the number of "good slips" accumulated by each student, and the

number of MM interventions for each student were collected and recorded. Table 7 (page 93) demonstrates which raw scores were analyzed to determine central tendency statistics i. e., the mean and standard deviations. The pre- and post-raw scores on the Piers-Harris Self-concept Test were analyzed to determine the mean and the standard deviation.

During the 1986-7 and 1987-8 academic years, there was a variation in the number of "good slips" issued to the students, the number of MM interventions offered to the students, and the attendance of the students enrolled at BA. The researcher, therefore, analyzed the data over various categories in order to ascertain any variations in particular subgoups of the entire pilot study population. The categories were as follows: all the students enrolled in BA, 1986-8; all students who completed either year at BA; all the students who transferred to another school before the end of either academic year; and all the students who dropped out of school (BA) prior to the end of either academic year.

Pearson product-moment correlation coefficients were then employed as the method of statistical analysis. Each result was tested for two-tailed significance at the .05 level (Fisher and Yates 1974). Table 8 (page 94) demonstrates the variables that were examined by Pearson's coefficients. The calculations were done in the same groupings of students as were the central tendency statistics. A

Correlated T-test was performed on the pre/post measures of the Piers-Harris Self-concept Test to determin the significant mean differences between the two tests.

Table 7--Analysis of Variables by the Mean and Standard Deviation Statisical Methods

Categories	N	Mean and Standard Deviation Statistics
GPA (BA)	X	X
GPA (before BA).	X	X
Average Absentee Rate at BA.	X	X
Average Absentee Rate before BA.	X	X
No. of Suspensions (BA). . . .	X	X
Pre-test scores on Piers-Harris.	X	X
Post-test scores on Piers-Harris.	X	X
No. of "Good Slips" per student	X	X
No. of MM interventions per student	X	X

Table 8--Pearson Product-moment Correlation Coefficient Categories and Comparisons

Categories		Comparisons
1) General Overview		
GPA (BA)	vs.	Absentee rate, Suspension Rate, Difference in Piers-Harris Scores
Absentee Rate (BA)	vs.	Suspension Rate, Difference in Piers-Harris Scores
2) Behavior Modification Program		
No. of "Good Slips"	vs.	GPA (BA) Difference in GPA Absentee Rate (BA) Diference in Absentee Rate Suspension Rate (BA) MM Events Difference in Piers-Harris Scores
3) MM/BA Partnership		
No. of MM interventions	vs.	GPA (BA) Difference in GPA Absentee Rate (BA) Difference in Absentee Rate Suspension Rate Difference in Piers-Harris Scores
4) Before and at BA		
GPA Difference Absentee Difference	vs.	Difference in Piers-Harris Test Scores
Pre Piers-Harris Scores	vs.	Post Piers-Harris Scores (Also, correlated T-Test)

CHAPTER 4

PRESENTATION OF DATA

Results of the data analyses are reported in Chapter Four. The analyses are separated into two main categories: (1) the analysis of variables using the mean and standard deviation and (2) the analysis of data for indications of relationships by the use of the Pearson product-moment correlation coefficient.

4.1 The Mean and Standard Deviation Statistical Results

The mean and standard deviation were determined for six different sets of data obtained: grade point average (GPA); absentee rate; the number of suspensions; the seven scores on the Piers-Harris Self-concept Test for the pre-test and the post-test; the number of behavior modification, "You Were Caught Being Good" slips, each student received; and the number of Massachusetts Mutual Life Insurance Company's interventions with each student. These data were analyzed within the following categories: (1) all the students enrolled in Bridge Academy for the 1986-87 and 1987-88 academic years; (2) all the students who completed either academic years at Bridge Academy; (3) all the students who

transferred to another school during either academic year; (4) all the students who dropped out of school prior to the completion of either academic school year; (5) and whenever possible, the difference between the students' record at his/her previous school with his/her record at BA (GPA and absentee rate).

The mean and standard deviation of the students' grade point average of the students is reported in Table 9 (page 97). (Note--the GPA is based upon a 12 point scale whereby A+=12, A=11, A-=10, B+=9, . . . F=0.)

Table 9 demonstrates that the GPA for all the students who attend Bridge Academy improved from a "D" (2.05) average to a "C-" (4.12) average, or a 100.9% increase over their previous grades. Students who remained at BA until the end of either academic year had a mean GPA of "C" (4.98). However, students who either transferred or dropped out of school showed no change in their GPA and maintained a mean of a "D" grade average (2.35 or 2.05 respectively). The difference between the GPA at BA and the previous GPA from a students' former school exhibited an average increase of 2.07 points.

The absentee rate was calculated by tallying the average number of absences per marking period. (There were four marking periods per school year which contained approximately 45 days each.) The mean and standard

deviation of student absenteeism data can be seen in Table 10 (page 98).

Table 10 illustrates that the average absentee rate of 14.67 days per marking period for all the students was 3.4% lower than the absentee rate at the student's previous school (15.18 days). If students remained at BA until the completion of the academic year, the number of absences decreased to an average of 13.91 days or a decrease of 8.4%. Students who ultimately transferred from or dropped out of

Table 9--Mean and Standard Deviation Statistics for the Grade Point Average (GPA) of Bridge Academy Students

Category	N	Mean	Standard Deviation
All Students	377	4.12 (C-)	2.68
Completed Either Yr.	234	5.02 (C)	2.37
Transferred from BA	66	3.17 (D+)	2.90
Dropped Out of School	77	2.35 (D)	2.17
Previous School	206	2.05 (D)	2.24
Difference Either Yr.	196	2.07	3.16

school demonstrated an increase in absenteeism by 1.7% and 10.3% respectively.

Although not reported in Table 10, there was a difference in the absentee rate between pregnant and non-pregnant students. The pregnant students who attended BA had a mean absentee rate of 17.99 days per marking period (SD=9.0) while the non-pregnant students had a mean absentee rate of 13.02 days per marking period (SD=6.9).

It should also be noted that the Springfield Public School System, of which Bridge Academy is a part, had an attendance policy in effect during these two years. If a

Table 10--Mean and Standard Deviation Statistics for the Absentee Average of Bridge Academy Students

Category	N	Mean	Standard Deviation
All Students	377	14.67	8.01
Completed Either Yr.	234	13.91	8.00
Transferred From BA	66	15.44	9.00
Dropped Out of BA	77	16.75	6.73
Previous School	207	15.18	11.15
Difference Either Yr.	197	-.33	13.86

student exceeded 20% absenteeism, academic credit for the students' course work could be withheld if absences were unexcused. This would translate to approximated 36 days per year or 9 days per marking period.

During the 1986-8 academic years, the principal/researcher issued 123 school suspensions to students for school rules violations. Suspensions occurred when students had unauthorized absences from class, disrespect for staff member, fighting, possession and/or use of alcohol or drugs, possession of a dangerous weapon, stealing, vandalism, etc. The number of suspensions per pupil ranged from zero to four. Of the 397 students in this study, 307 (77.3%) were not suspended from school. Of the remaining 90 students, there were 65 students (16.4%) who were suspended once; 18 students (4.5%) who received two suspensions; 6 students who (1.5%) were suspended three times; and one student (0.3%) who was suspended four times.

The mean and standard deviation statistics for the number of suspensions for the students at Bridge Academy is revealed in Table 11 (page 100). In general, the suspension rate of the students who completed either academic year was 31% lower than the suspension rate of the students who dropped out of school. Since only 90 students were suspended from school out of a population of 397 students, the statistics reported are less than one suspension per pupil.

Table 11--Mean and Standard Deviation Statistics for Number of Suspensions of Bridge Academy Students

Category	N	Mean	Standard Deviation
All Students	397	.31	.65
Completed Either Yr.	234	.29	.65
Transferred From BA	77	.30	.69
Dropped Out of School	86	.38	.67

Figures 2-5 depict the mean averages and the relationship between the pre/post Piers-Harris Self-concept Test for the students at Bridge Academy. The pre-test was administered upon enrolling at Bridge Academy and the post-test was administered either at the end of the school year or upon transferring or dropping out of school. At times, due to absences, the researcher was unable to administer the post-test to all the students in this study. (In Appendix G, there is a conversion table for the Piers-Harris scores for each of the seven categories between the raw score and percentile score. This provides an overview of the comparisons between the mean and standard deviation for raw scores and percentile equivalents. The Table also provides the range of the possible raw scores.)

Figure 2 (page 104) displays the total score on the Piers-Harris Self-concept Test. All the categories of students except those students who dropped out of school or transferred to another school experienced an increase in their scores between the pre- and post-test. An increase was shown by the students who completed the academic year at BA, i.e., an increase of 1.13 points or 2.5%. Overall, there was an average increase of 2.8% increase in the Total Self-concept scores of all the students in the study.

Figure 3 (page 105) displays the categories of the Piers-Harris Self-concept Test for all the students in the study. As can be observed, there was an increase in the mean scores from the pre-test to the post-test within each category. The following increases are reported: behavior--+2.0%; school/intellectual status--+7.8%; physical attributes--+2.1%; anxiety--+2.3%; popularity--+5.6%; and happiness/satisfaction--+3.1%. (The standard deviation of these scores ranged from 2 to 4 points.) An average increase of 4.8 % points was observed over the six categories.

On Figure 4 (page 106), changes in the Piers-Harris Test for students who completed the year at BA are reported.

Table 11--Mean and Standard Deviation Statistics for Number of Suspensions of Bridge Academy Students

Category	N	Mean	Standard Deviation
All Students	397	.31	.65
Completed Either Yr.	234	.29	.65
Transferred From BA	77	.30	.69
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On Figure 4 (page 106), changes in the Piers-Harris Test for students who completed the year at BA are reported. All six subcategories of self-concept displayed an increase in the post-test score when compared to the pre-test score. More specifically, the following increased were noted: behavior--+3.1%; school/intellectual status--+9.6%; physical

attributes--+9.9%; anxiety--+5.3%; popularity-- +2.0%; and happiness/satisfaction--4.3%.

In Figure 5 (page 107), Piers-Harris scores for students who transferred from BA to another school are documented. Increases in scores were found in all categories except the behavior and physical attribute categories. The results were as follows: behavior--down 1.3%; school/intellectual--up 4.4%; physical attributes--down 4.9%; anxiety--up 1.1%; popularity--up 6.6%; and happiness/satisfaction--up 2.9%. The average percentage increase was 1.5% over all categories.

Students who dropped out of school prior to the end of the academic year produced mixed results on the pre/post test scores on the Piers-Harris Test. The following results were reported on Figure 6 (page 108): behavior--up 4.3%; school/intellectual status--up 3.5%; physical attributes--up 0.1%; anxiety--down 6.7%; popularity--down 1.5%; and happiness/satisfaction-- down 0.1%. The average percentage change over all six subcategories of self-concept was a decrease of 5% for students who dropped out of school.

Generally, students who remained at BA produced positive increases in all areas of the Piers-Harris self-concept scores. All categories of students demonstrated positive increases in their self-report results of school and intellectual status.

The mean and standard deviation statistics for the number of behavior modification slips which students received is exhibited in Table 12 (page 109) with a frequency distribution in Table 13 (page 110). (See Appendix A for a copy of the "You Were Caught Being Good" slip and Appendix B for some samples of reasons which staff members used for issuing these slips to the students.) Each time a student received a slip from a staff member, he/she brought it to the principal/researcher who was then responsible for the posting of these on a public bulletin board. It should be noted, however, that the range of the number of good slips for the two academic years of this study varied greatly. In the 1986-7 academic year, the range was between zero and forty-three with a mean of 5.45 slips per pupil; and in the 1987-8 academic year, the range was between zero and one hundred forty-one with a mean of 28.36 slips per pupil. The greatest number of "good slips" were issued to students who remained at BA for the completion of either academic year, i. e., 8.26 good slips per pupil in 1986-7 and 40.13 good slips per pupil in 1987-8.

The smallest average number of "good slips" were given to the students who dropped out of school or who transferred to another school (4.32 and 4.47 slips respectively). Obviously, a student had to be in attendance in school in order to be recognized for good behavior.

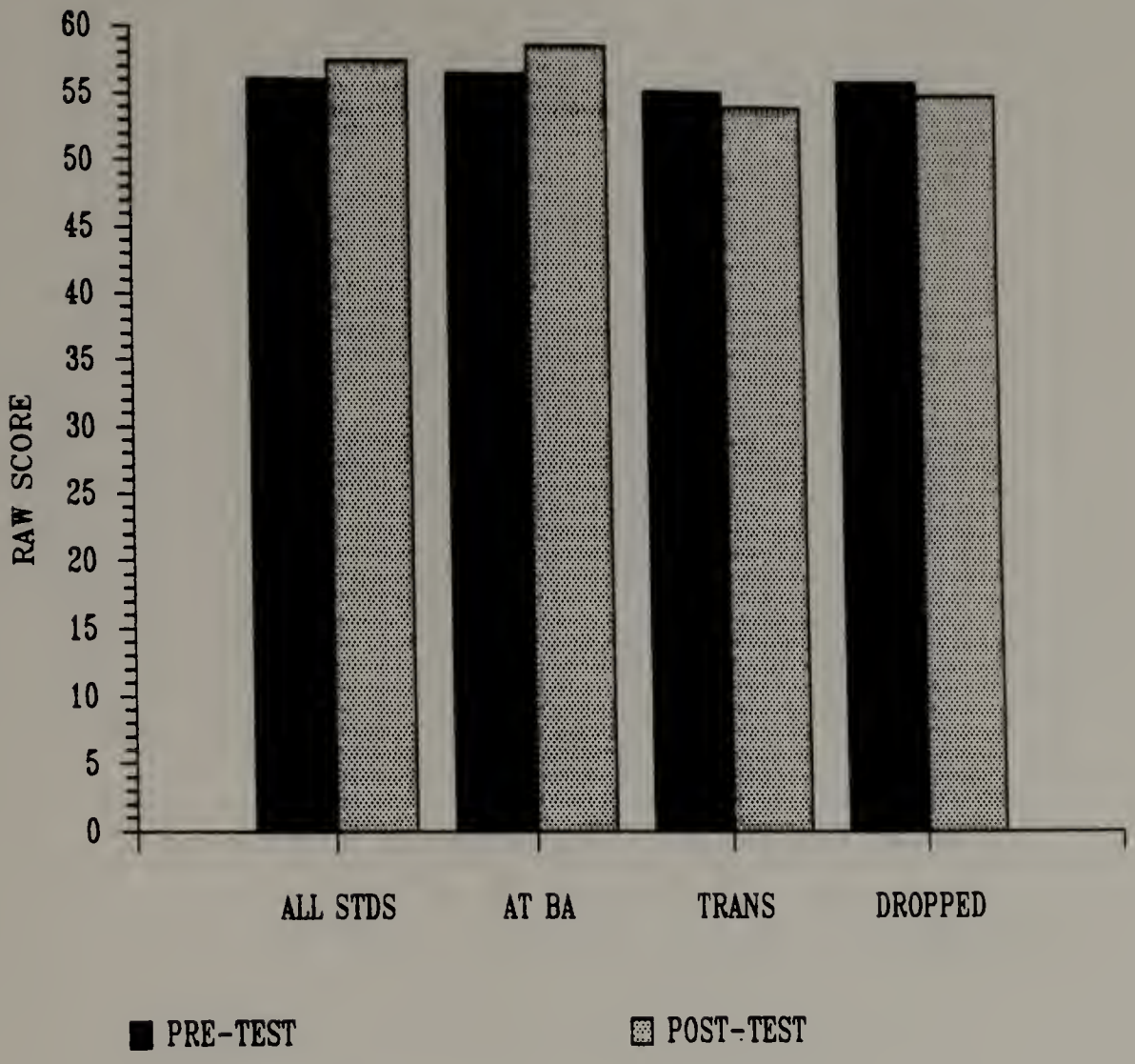


Figure 2: Mean Statistics for
Total Piers-Harris Test

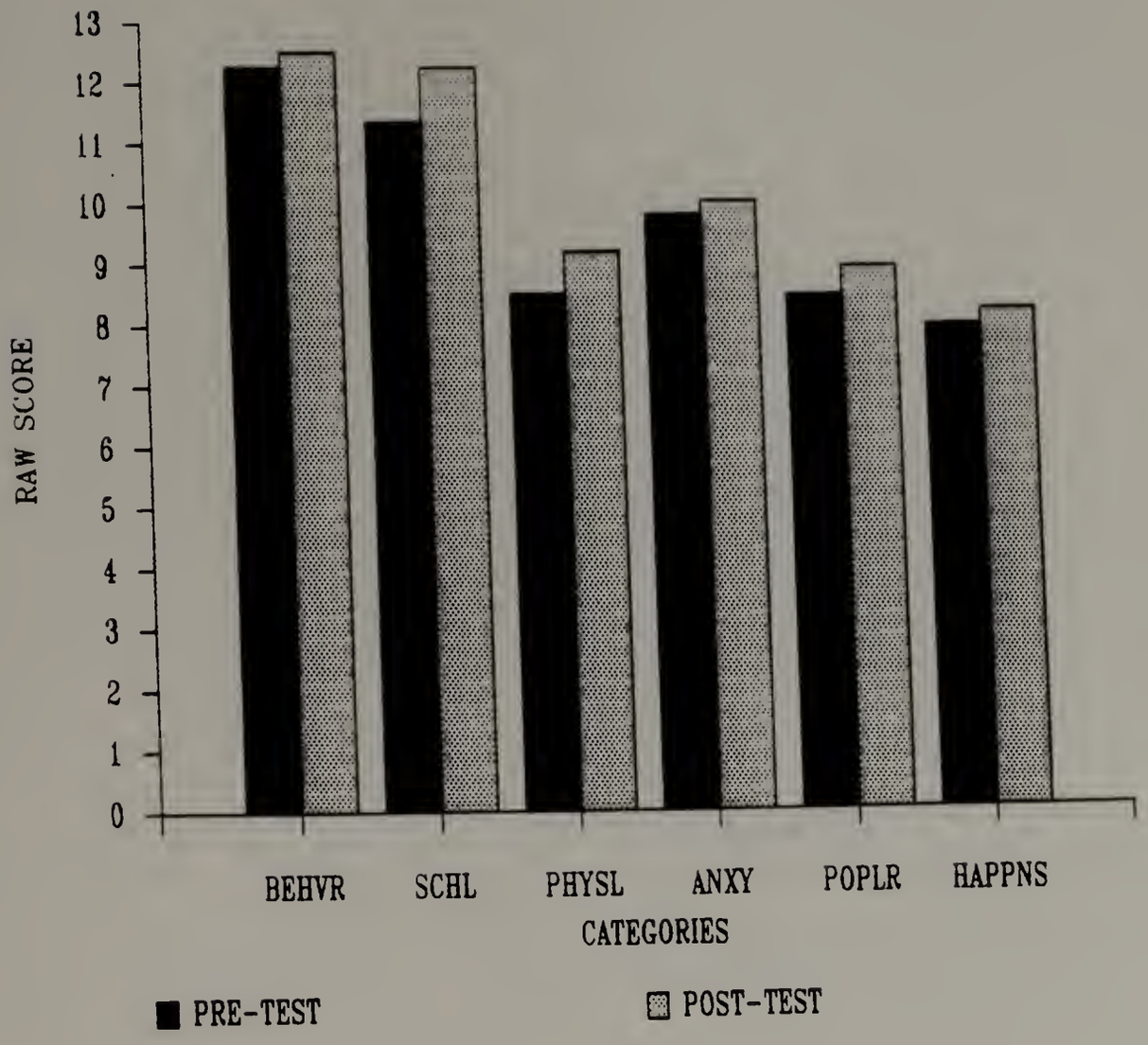


Figure 3: Mean Piers-Harris Scores
for All Students

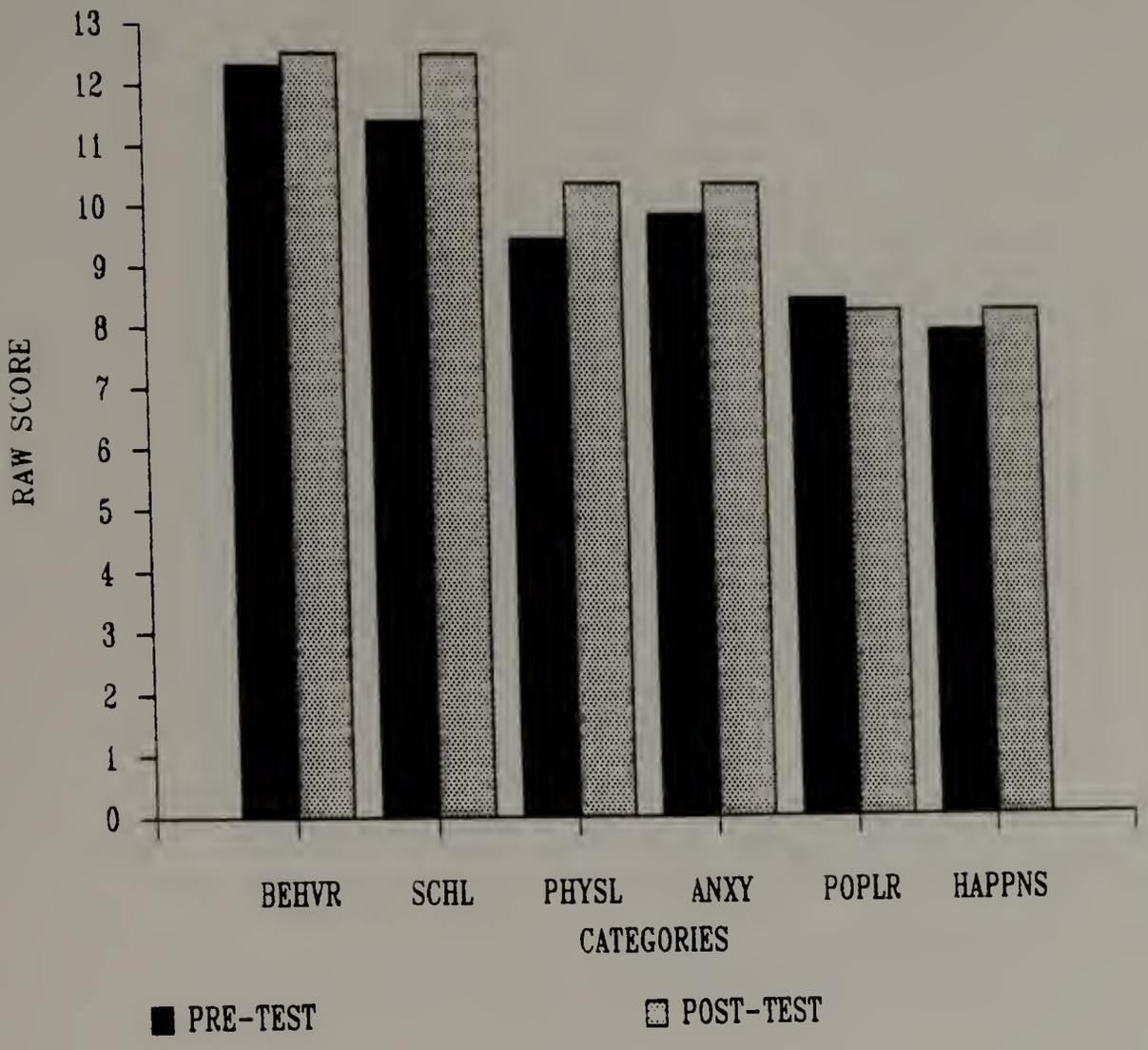


Figure 4: Mean Piers-Harris Scores
for Students Completing Year at BA

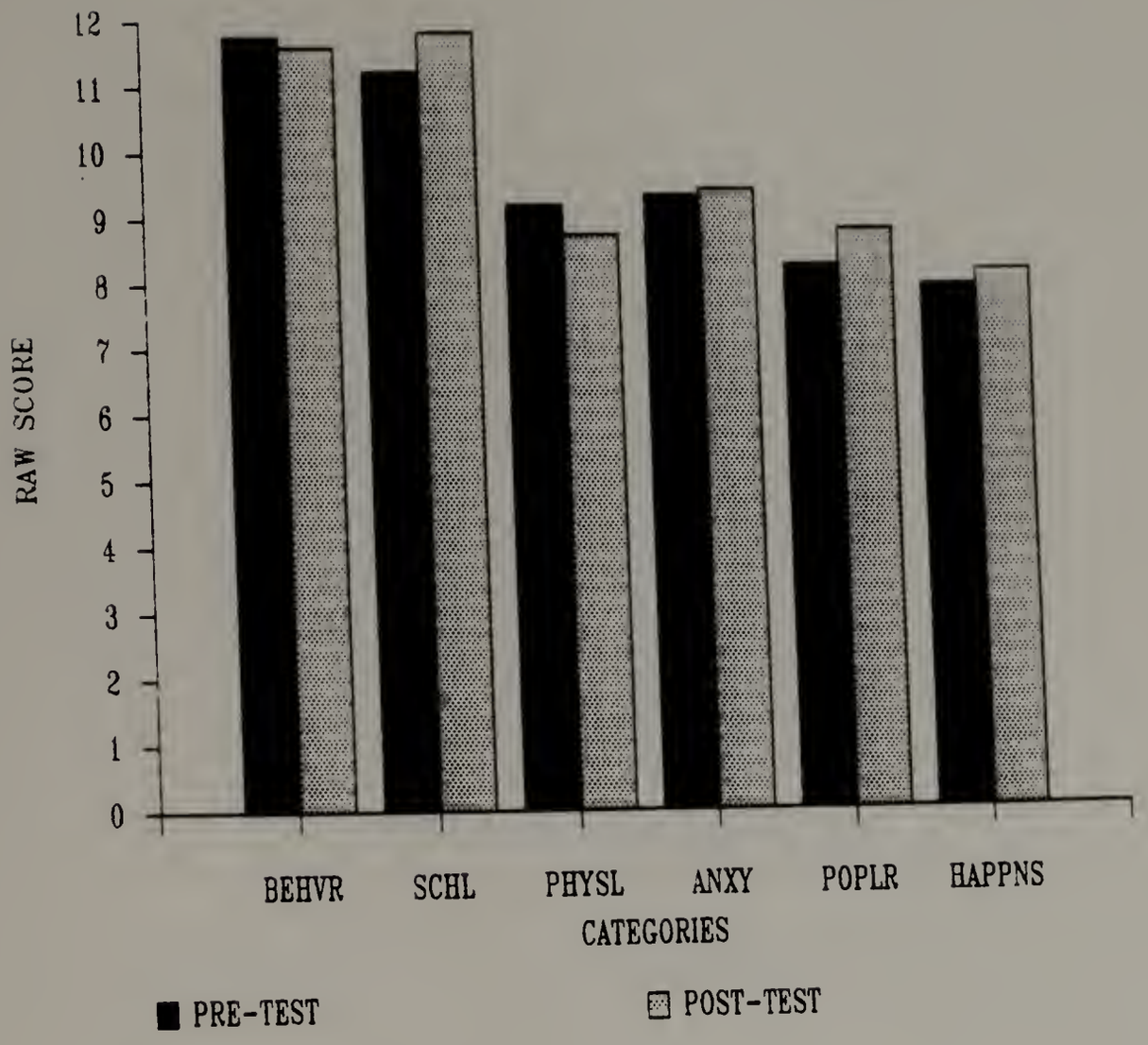


Figure 5: Mean Piers-Harris Scores
for Transfer Students

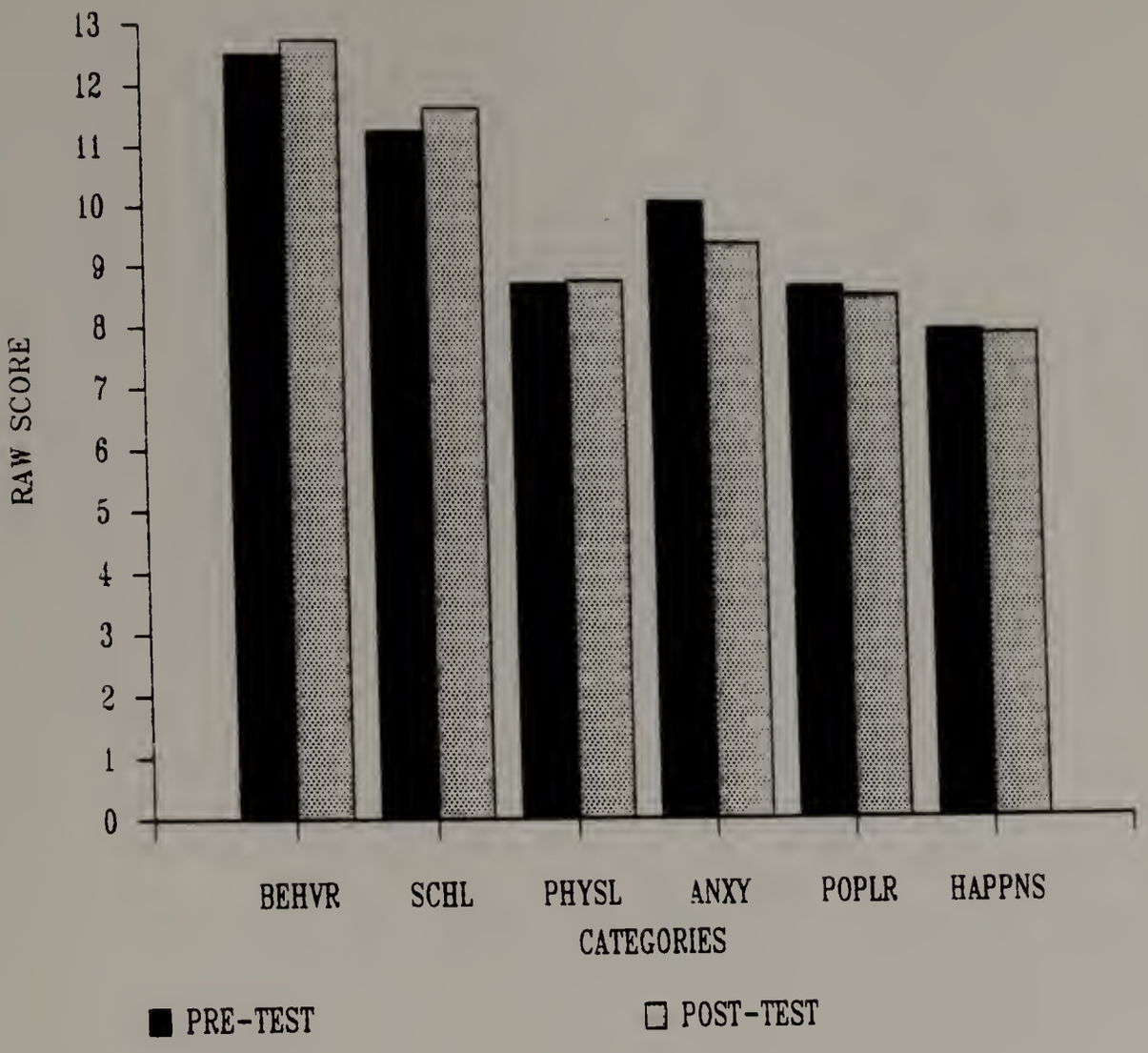


Figure 6: Mean Piers-Harris Scores
for Dropout Students

Table 12--Mean and Standard Deviation Statistics for the Number of "You Were Caught Being Good" Slips Received by the Students at Bridge Academy

Category	N	Mean	Standard Deviation
All Students	397	16.54	24.62
Completed Either Year	234	25.08	27.87
Transfer Students	77	4.47	11.06
Student Dropouts	86	4.32	10.10

There were 114 pupils (28.8%) who received zero number of "good slips" and these students were absent an average of 18.23 days per marking period. This group was comprised of two types of students: students who did not receive any "good slips" or students who did receive "good slips", but decided not to participate in the program and consequently chose not to turn the slips into the office for part of the tallying procedure. More often than not, however, poor attendance created situations between the staff and individual students whereby the opportunity to acknowledge students' behavior by issuing "good slips" was difficult, if not impossible. Due to these non-participants and the variations between the two years, the standard

deviation depicts a large range. Table 13 (page 110) illustrates the frequency distribution of the "good slips".

Table 13--Frequency Distribution between the Number of "You Were Caught Being Good" Slips and the Number of Student Recipients

No. of Slips	All Studts N=397	At BA 86-8 N=234	Transferred N=77	Drop Out N=86
0	115	15	47	53
1-10	133	91	21	21
11-20	48	33	7	8
21-30	20	24		1
31-40	25	20		1
41-50	17	15		1
51-60	11	9	1	1
61-70	8	7		1
71-80	3	3		
81-90	7	7		
91-100	5	5		
100+	5	5		

Each time a student participated in a Massachusetts Mutual Life Insurance Company (MM) event, a tabulation was kept. (See Appendix F for a listing of the MM events

offered to the students.) Table 14 (page 112) indicates the mean and standard deviation for the students' participation in MM events at Bridge Academy (BA) and Table 16 (page 112) depicts the frequency distribution of the student participation. The average number of MM events which students directly participated in was 3.56. Students enrolled in Bridge Academy who completed the year participated in the most events, i.e., 5.77 events per student. Students who transferred or who dropped out prior to the end of either academic year participated in the fewest number of MM events, i.e., .29 and .46 respectively.

The possible range of MM events provided for the students varied between the two academic years of this study. The range for 1986-7 was between zero and fourteen events with a mean number of participation at 3.96 events per pupil; the range for the 1987-8 year was between zero and twenty events with a mean number of participation at 7.42 events per pupil. As seen with the "good slips", students had to be in school in order to participate in these events.

There were 139 students (35.0%) who did not participate in any of the MM sponsored events. Of these students, their average absentee rate was 16.93 days per marking period. This group was comprised of two types of students: either a student who was repeatedly absent on a day that a MM event was planned or a student who refused to participate

in a scheduled event. In most cases, the student was absent from school and consequently could not participate in any of the events offered to the students at BA.

Due to the large number of non-participants, the standard deviations as seen on Table 14 (page 112) is large in comparison to the mean and consequently caused a negatively skewed distribution. Table 15 (page 113) depicts the frequency distribution for student participation in MM events.

Table 14--Mean and Standard Deviation Statistics for Student Participation in Mass. Mutual Life Insurance Company's Events

Category	N	Mean	Standard Deviation
All Students	397	3.56	4.40
Completed Either Year	234	5.77	4.55
Transfer Students	77	0.29	0.70
Student Dropouts	86	0.46	1.11

Table 15--Frequency Distribution of Student Participation in Mass. Mutual Life Insurance Co. Sponsored Events

No. of Events	All Studts	At BA 86-8	Trans-ferred	Drop Out
	N=397	N=234	N=77	N=86
0	139	99	64	66
1-2	73	46	11	16
3-4	76	72	2	2
5-6	32	31		
7-8	28	28		
9-10	14	14		
11-12	8	8		
13-14	10	10		
15-16	7	7		
17-18	5	5		
19-20	5	5		

4.2 Pearson Product-moment Correlation Coefficients and Significance Results

Four major categories of data were analyzed using Pearson product-moment correlation coefficient to determine the relationship, if any, among the following: a general overview of student performance at Bridge Academy (BA) vis-à-vis the grade point average (GPA), the absentee rate, the suspension rate, and the difference in the pre/post

Piers-Harris Self Concept Test scores; (2) the effects of a directed behavior modification intervention program (as seen by the number of "You Were Caught Being Good" slips received by the students) with GPA, difference in GPA, absentee rate, difference in absentee rate, the suspension rate, the number of student participation in Massachusetts Mutual Life Insurance Co. (MM) events, and the difference in the pre and post Piers-Harris test scores; (3) the effect of student participation in MM sponsored events with GPA, difference in GPA, absentee rate, difference in absentee rate, the suspension rate, and the difference in the pre and post Piers-Harris test scores; and (4) the change in student performance between their GPA and absentee rate at BA and at their previous school and the difference in the pre and post self-esteem scores as measured on the Piers-Harris Self-concept Test. These results were tested for two-tailed significance at the .05 level. (Fisher and Yates 1974) The significance of difference between pre/post Piers-Harris Self-concept Test scores were examined with the use of a correlated t-test.

Due to different groups of students and different treatments over the two year period, the preceding variables were compared in the following categories: (1) all the students enrolled in Bridge Academy for the 1986-87 and 1987-88 academic years; (2) all the students who completed either academic years at Bridge Academy; (3) all the students who

transferred to another school during either academic year; and (4) all the students who dropped out of school prior to the completion of the academic school year.

Table 16 (page 117) illustrates the various relationships between the grade point average (GPA) with the absentee rate, the number of suspensions, and the difference in the pre- and post-test scores for all seven parts of the Piers-Harris Self-concept Test.

The relationship between GPA and the absentee rate across all categories of students was significant at the .05 level; that is, the higher the GPA, the lower the number of absences. Although, there was a negative relationship between the number of suspensions and the GPA, the correlations were not at a significant level. For all students, GPA correlated significantly with absenteeism and all seven self-esteem categories of the Piers-Harris Test. When the population was analyzed by student status, the students who remained at BA until the end of the academic year also had results whereby the GPA correlated significantly with absenteeism and all seven self-esteem categories. Both the dropout and transfer students displayed significant correlations between GPA and absenteeism, but non-significant correlations between GPA and self-esteem categories.

The relationships between the absentee rate with the number of suspensions and the differences in the

Piers-Harris Self-concept test is reported in Table 17 (page 118). Sporadic correlations with significance at the .05 level are reported; however, no pattern of relationships was apparent.

The relationship between the number of "You Were Caught Being Good" slips or "good slips" with GPA, absentee rate, the difference in both the GPA and absentee rate, the number of suspensions and the difference on the Piers-Harris Self-Concept Test is summarized in Table 18 (page 120) in the form of Pearson product-moment correlation coefficients. The number of "good slips' correlated significantly (.05 level) with GPA across all groups of students except those who transferred to another school. The relationship between the "good slips" and changes in the GPA between the previous school and BA was significant at the .05 level for all cases except those students who transferred to another school. Significant negative correlations between the number of "good slips" and the absentee rates were reported for most categories.

The correlation between the number of "good slips" and the number of MM events in which the students participated was significant at the .05 level. This level was seen for all categories of students. The relationship between the number of "good slips" and differences in the Piers-Harris Tests scores were significant in some instances, but no apparent pattern could be discerned. Generally speaking,

the correlation results were positive for the students at BA, but not at a significant level.

Table 16--Pearson Product-moment Correlation Coefficients of Grade Point Averages (GPA) with Variables

All Students	At BA 86-8	Trans-ferred	Drop Out
N=349	N=233	N=55	N=61
GPA versus			
Absenteeism			
-.51*	-.51*	-.55*	-.32*
Suspensions			
-.05	-.07	-.06	.00
Difference in Self-esteem Total score			
.16*	.27*	.24	.01
Difference in Self-esteem Behavior score			
.11*	.16*	.06	-.15
Difference in Self-esteem School Status score			
.13*	.32*	.02	-.09
Difference in Self-esteem Physical Attributes score			
.12*	.03	.07	-.02
Difference in Self-esteem Anxiety score			
.14*	.28*	.22	-.03
Difference in Self-esteem Popularity score			
.11*	.14*	.18	.07
Difference in Self-esteem Happiness and Satisfaction score			
.11*	.16*	.07	.09

* $p < .05$

Table 17--Pearson Product-moment Correlation Coefficients of the Absentee Rate with Variables

All Students	At BA 86-8	Trans-ferred	Drop Out
N=349	N=233	N=55	N=61
ABSENTEE RATE versus			
Suspensions			
-.04	-.00	-.12	.17
Difference in Self-esteem Total score			
.01	-.03	.05	.14
Difference in Self-esteem Behavior score			
-.01	-.03	.07	.12
Difference in Self-esteem School Status score			
-.12	-.14*	.13	.12
Difference in Self-esteem Physical Attributes score			
-.01	.02	.05	-.03
Difference in Self-esteem Anxiety score			
.01	-.01	-.02	.19
Difference in Self-esteem Popularity score			
.02	.04	-.04	.12
Difference in Self-esteem Happiness and Satisfaction score			
-.04	-.05	-.04	.07

* $p < .05$

Table 19 (page 121) depicts the relationship between the number of Massachusetts Mutual Life Insurance Company's (MM) events with the GPA, the absentee rate, the difference in the GPA and absentee rate, and the difference in the pre- and post-test Piers-Harris Self-concept scores.

The number of MM events in which students had directly participated correlated significantly (.05 level) with GPA in all categories of students. A .05 level of significance was also reported between the difference in the GPA and the number of MM events for all categories except those students who transferred to another school. Significant negative correlations at the .05 level between MM events and the absentee rate were observed for all categories except for the students who transferred or dropped out of school. Significant correlations also appeared in most categories for the number of MM events and the change in the absentee rate between a student's previous school and BA.

In most cases, there were mixed correlations between the suspension rate and participation in MM events.

Also, the relationship between the number of MM events and the changes in the Piers-Harris Self-concept Test scores were basically positive, but insignificant.

Table 20 (page 122) summarizes the relationships between differences in the GPA of the students prior to entering BA and while at BA are compared with differences in the Piers-Harris Self-concept Test scores and the difference in the absentee rate. The analyses yielded significance at the .05 level for the majority of the categories, with the exception of the transfer students and the students who dropped out of school. The correlations obtained were significant for the relationship between differences in the

Table 18--Pearson Product-moment Correlation Coefficients between the Number of "Good Slips" and Variables

All Students	At BA 86-8	Trans-ferred	Drop Out
N=349	N=233	N=55	N=61
GOOD SLIPS versus			
Grade Point Average			
.39*	.30*	.12	.39*
Difference in Grade Point Average--previous school and BA			
.22*	.13*	.17	.09
Absenteeism			
-.28*	-.30*	-.06	-.26*
Difference in absenteeism--previous school and BA			
-.04	-.11	-.12	-.25*
Suspensions			
-.03	-.02	.18	.13
Mass. Mutual Events			
.57*	.44*	.37*	.50*
Difference in Self-esteem Total score			
.06	.04	-.09	.13
Difference in Self-esteem Behavior score			
.14*	.19*	-.18	.04
Difference in Self-esteem School Status score			
.11*	.13*	-.23	.07
Difference in Self-esteem Physical Attributes score			
.02	-.06	-.05	.02
Difference in Self-esteem Anxiety score			
.05	.00	-.05	.13
Difference in Self-esteem Popularity score			
.01	-.02	-.17	.09
Difference in Self-esteem Happiness and Satisfaction score			
.07	.07	.10	.00

* $p < .05$

Table 19--Pearson Product-moment Correlation Coefficients between the Number of Massachusetts Mutual Life Insurance Company Events and Variables

All Students	At BA 86-8	Trans-ferred	Drop Out
N=349	N=233	N=55	N=61
NUMBER OF MASS. MUTUAL EVENTS versus			
Grade Point Average			
.37*	.24*	-.02*	.34*
Difference in Grade Point Average--previous school and BA			
.30*	.20*	.00	-.27*
Absenteeism			
-.30*	-.34*	.06	-.07
Difference in absenteeism--previous school and BA			
-.09	-.21*	-.31*	.11
Suspensions			
-.05	-.04	.28*	.12
Difference in Self-esteem Total score			
.05	.02	.06	.04
Difference in Self-esteem Behavior score			
.11*	.09	.07	-.02
Difference in Self-esteem School Status score			
.07	.05	.04	-.09
Difference in Self-esteem Physical Attributes score			
.07	-.05	.08	-.01
Difference in Self-esteem Anxiety score			
.08	-.01	-.01	.28*
Difference in Self-esteem Popularity score			
.07	.02	.14	.09
Difference in Self-esteem Happiness and Satisfaction score			
.12*	.13*	.15	.18

* $p < .05$

Table 20--Pearson Product-moment Correlation Coefficients between Changes in GPA and Changes in Self-esteem Scores

All Students	At BA 86-8	Trans-ferred	Drop Out
N=349	N=233	N=55	N=61
DIFFERENCE IN GRADE POINT AVERAGES versus			
Difference in Self-esteem Total score			
.21*	.27*	.21	.01
Difference in Self-esteem behavior score			
.12*	.16*	.06	-.15
Difference in Self-esteem school status score			
.24*	.32*	.02	-.09
Difference in Self-esteem physical attribute score			
.06	.03	.07	.02
Difference in Self-esteem anxiety score			
.20*	.28*	.22	.03
Difference in Self-esteem popularity score			
.11*	.14*	.18	.07
Difference in Self-esteem happiness and satisfaction score			
.16*	.16*	.27*	.09
Difference in absentee rate			
-.38*	-.49*	-.22	-.20

* $p < .05$

GPA and differences in the pre and post-test scores for the total self-concept score, the behavior score, the anxiety score, and the intellectual/school status score. A .05 level of significance existed between the difference in the GPA and the difference in the absentee rate.

Table 21 (page 123) displays the relationship between differences in the absentee rate from the students' previous school and the absentee rate at BA with differences on the Piers-Harris Self-concept Test scores. All students showed significant correlations between changes in the absentee rate and changes in the physical attribute score. Dropout students exhibited significant correlations

Table 21--Pearson Product-moment Correlation Coefficients between Changes in Absenteeism and Changes in Self-esteem Scores

All Students	At BA 86-8	Trans-ferred	Drop Out
N=349	N=233	N=55	N=61
DIFFERENCE IN ABSENTEES versus			
Difference in Self-esteem total score			
.08	-.10	.21	.63*
Difference in Self-esteem behavior score			
.14	.07	.09	.38*
Difference in Self-esteem school score			
.00	-.07	.21	.14
Difference in Self-esteem physical attribute score			
.15*	.08	.12	.47*
Difference in Self-esteem anxiety score			
-.03	-.09	.07	.09
Difference in Self-esteem popularity score			
.01	-.03	-.04	.40
Difference in Self-esteem happiness and satisfaction score			
.04	.03	-.16	.69*

* $p < .05$

between differences in absentee rate with changes in the self-esteem total score, behavior score, physical attribute score and happiness/satisfaction score.

The relationship between the pre- and post Piers-Harris Self-concept Test scores is illustrated in Table 22 (page 124). For all students, significant correlations are reported for all seven self-esteem categories on the Piers-Harris Test. This result was also repeated for

Table 22--Pearson Product-moment Correlation Coefficients between Pre and Post Piers-Harris Self-concept Test Scores

All Students	At BA 86-8	Trans-ferred	Drop Out
N=349	N=233	N=55	N=61
Pre-Total Self-esteem score versus post-score			
.68*	.69*	.71*	.61*
Pre-Behavior Self-esteem score versus post score			
.60*	.64*	.64*	.33*
Pre-School Status Self-esteem score versus post score			
.71*	.70*	.73*	.74*
Pre-Physical Attribute Self-esteem score versus post score			
.68*	.69*	.71*	.70*
Pre-Anxiety Self-esteem score versus post score			
.59*	.63*	.65*	.40*
Pre-Popularity Self-esteem score versus post score			
.66*	.60*	.66*	.61*
Pre-Happiness/satisfaction Self-esteem score versus post score			
.49*	.48*	.50*	.54*

* $p < .05$

students who remained at BA, transfer students, and dropouts.

Table 23 (page 125) reports the relationship between the pre/post Piers-Harris Test score results. For all seven self-esteem categories, significant t-test indices resulted; that is, all the categories displayed a .05 level of significance.

Table 23--Correlated T-test between Pre/post Piers-Harris Self-concept Test Scores

CATEGORY N=349	T-TEST INDEX
Total Self-concept	2.01*
Behavior	1.85*
School/Intellectual Status	6.36*
Physical Attributes	4.93*
Anxiety	1.35*
Popularity	2.82*
Happiness/Satisfaction	5.8*

*$p < .05$

4.3 Interpretation of Data

The data is interpreted in two categories: (1) the mean, standard deviation, and frequency tables; and (2) Pearson product-moment correlation coefficients.

4.3.1 Mean, Standard Deviation, and Frequency Statistics

The mean, standard deviation, and frequency distribution statistics formed from this study illustrated that generally the students who were enrolled at Bridge Academy for either the 1986-7 or the 1987-8 academic years did better school-wide than they did at their previous schools. The students who either transferred to another school or dropped out of school did poorer in terms of lower grade point averages (GPA), a higher absentee rate, a higher suspension rate, and generally lower scores on the post-test for the Piers-Harris Self-concept Test. These students also received fewer behavior modification, "good slips," and participated in fewer Massachusetts Mutual Life Insurance Company (MM) events.

Students, on the other hand, who completed either year at Bridge Academy (BA), exhibited increases in the GPA. Generally, their GPA went from a "D" from their previous school to a "C/C-" level at BA. Although still at a high level, student's absentee rate decreased from a mean of 14.67 to an average of 13.47 days. The suspension rate was also lower for the students who completed the academic year when compared with those students who dropped out of school (BA).

An overall positive increase between the pre- and post-test scores of the Piers-Harris Self-concept Test was observed for students who completed the academic year at BA.

Students who remained at BA until the end of the academic year also received a higher number of "good slips" (an average of 25.08 per student) and participated in more MM events (an average of 3.96) than did the students who did not remain at BA. (Of course, the longer the student was enrolled at BA, the greater the opportunity to receive "good slips" or participate in MM events.)

4.3.2 Pearson Product-moment Correlation Coefficients

The Pearson product-moment coefficient of correlations suggested significant relationships existed between variables examined. At the .05 level of significance, the following relationships were reported:

1. There was a negative correlation between GPA and the absentee rate; that is, the higher the GPA, the lower the number of absences for the student.

2. There was a positive correlation between the GPA and the difference in the pre and post Piers-Harris Self-concept Test scores for all the students in the pilot study.

3. Except for the students who transferred to another school or who dropped out of school, there was a positive correlation between the GPA and the difference in the Piers-Harris behavior and school status score.

4. Generally, there was a positive correlation between the number of "You've Been Caught Being Good" slips (a directed behavior modification program) with the GPA, the difference in the GPA (previous school vs. BA), the absentee rate (a negative correlation), the difference in the absentee rate (a negative correlation between previous school and BA), and number of MM events in which students participated.

5. There were sporadic correlations between the number of good slips and Piers-Harris test results. Students who completed the 1986-7 academic year at BA demonstrated positive correlations between the number of "good slips" and

the difference in their total self-concept score, their behavior score, their school status score, and their happiness/satisfaction score.

6. Generally, there was a positive correlation between the number of MM events in which students participated and the GPA, the difference in GPA (previous school vs. BA), the absentee rate (a negative correlation), and the difference in the absentee rate (a negative correlation between the previous school and BA).

7. Students enrolled during the 1986-7 academic year showed a positive correlation between the number of MM events and the difference in their Piers-Harris scores on total self-concept, physical attributes, anxiety and happiness/satisfaction.

8. Significant and positive correlations were reported for differences in the GPA between the previously attended school and BA and the change in the Piers-Harris scores for total self-concept, behavior, school status, anxiety, and happiness/satisfaction.

9. There was a negative correlation between the change in the GPA and the change in the absentee rate for all the students except those who dropped out of school or transferred to another school.

10. There was a positive correlation over all sub-groups of students between the pre and post Piers-Harris test scores as measured by the correlated T-test.

When the aforementioned relationships are examined, it becomes evident that there is a relationship between GPA, absentee rate, differences in the GPA and absentee rate (previous school vs. BA), the number of "good slips" issued to the students, student participation in MM events, and some Piers-Harris Self-concept test score differences. When these relationships are examined along with the mean and standard deviation statistics, a relationship is exhibited which implies that these variables do enhance the

school performance of the students who do not drop out or transfer to another school. Whether the number of "good slips" and/or student participation in MM events directly resulted in students improving their academic performance or was just a by-product of student improvement is impossible to state. There was a relationship, but it is not possible to assume a causal relationship with the data that was gathered and analyzed. Nor is it possible to attribute students' academic achievement to his/her participation at BA, the number of "good slips" issued, nor the number of MM events in which he/she participated. What can be said is that these relationships are seen concurrently in the data gathered.

Although there were sporadic significant correlation in the scores of the Piers-Harris Self-concept Test, overall there did not appear to be a relationship between changes in self-reported self-esteem results and the variables used in this study. Significant correlations between the pre/post Piers-Harris test scores suggests that the self-concept of the students was consistent. Statistical relationships of the Piers-Harris test scores, however, showed increases in the post-test when compared to the pre-test. Possibly, the self-reported self-esteem of the students as measured by the Piers-Harris Test demonstrated that self-concepts are not easily impacted over the period of at most one year. As research has suggested, an individual's self-esteem develops

slowly over time and changes gradually due to intrinsic and/or extrinsic forces.

One caveat is that the possibility exists that when the staff issued "good slips" to the students, this act predisposed teachers towards issuing grades more favorably than would have been the case without the behavior modification program in place. It is possible that the behavior modification program also had its effect upon the actual teaching and grading process of the teachers.

There were also some nonsignificant relationships which should be noted. For example, the following relationships did not test significantly:

1. There were negative, but nonsignificant, correlations between the suspension rate with the GPA, the absentee rate, and the difference in the Piers-Harris test score results.

2. There were negative and nonsignificant correlations reported between the absentee rate and the difference in the Piers-Harris test scores.

3. There were positive, but nonsignificant, correlations between changes in the Piers-Harris test scores, the number of "good slips", and participation in MM events.

4. There were mixed and nonsignificant correlations between changes in the absentee rate (previous school vs. BA) and differences in Piers-Harris test score results.

5. Overall, data pertaining to students who dropped out of BA or transferred to another school prior to the end of the academic year yielded nonsignificant correlations.

In reviewing the results, the suspension rate did not seem to impact the GPA, absentee rate, etc., signiicantly. This was probably due to the fact that the suspensionns

only impacted 22.7% of the students in this study. The change in the absentee rate also did not show a significant correlation between changes in the Piers-Harris Test scores. This may have been attributed to the fact that there was little change in the absentee pattern of the students in attendance at BA. At best, the absentee rate went from a mean of 13.91 days/marking period for students who finished either year at BA to a high of 16.75 days/marking period for those students who dropped out of school. Neither absentee rate was at an acceptable level for the school's standards. During this time period, the Springfield School System permitted only 20% absenteeism without impacting graduation credits. This would translate into at most nine absent days/marking period as a minimally acceptable level without forfeiting academic credit.

4.4 Summary

Generally, the students who attended Bridge Academy and stayed at the school until the end of the academic year did fairly well. These students increased their GPA, slightly decreased their absentee rates, had a lower suspension rate than the transfer or drop out students, and exhibited a general increase in the Piers-Harris Self-concept Test scores in all seven areas--general total self-concept, behavior, intellectual/school status, anxiety, physical attributes, popularity, and happiness/satisfaction.

Students who attended Bridge Academy and stayed for the academic year also received more "good slips" and participated in more MM events than did those students who failed to complete the year at BA. These facts support the relationship between higher grades, lower absenteeism, fewer suspensions, and a more positive self-concept for both the behavior modification program of good slips and the MM events for the students.

Although a cause-effect relationship between the behavior modification program of "good slips" and the participation in MM sponsored events cannot be assumed for changes in student's school performance and self-esteem levels, these variables did exist concurrently.

As an aside, this behavior modification program was also used by students who wanted to recognize teachers who were "caught being good."

One last note--the effects of the MM/BA Partnership did have a lasting effect on some of the student participants. For example, one young woman who dropped out of high school twice, had a child, and supported herself, came to BA and utimately, graduated from school with a 4.0 average; became the valedictorian of her class; and ultimately obtained employment from Massachusetts Mutual Life Insurance Company upon graduation. Another student, a young man, failed tenth

grade three times at a traditional high school, came to BA to become president of Student Government and graduate with a high school diploma. Upon graduation, he became employed by Mass. Mutual and continued his education nights at a local community college.

Other students have obtained summer employment from MM and then went on to continue their high school studies. Some of the employees of MM have become informal mentors for some of the students at BA. (This occurred when Mm employees had participated in various school sponsored events with the students.)

This partnership between business and school provided additional financial and human resources for both the staff and students of the school and perhaps, provided additional opportunities for the employees of MM.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Low self-esteem, an individual's sense of self-worth is so often seen as a crucial ingredient when adolescents exhibit school behaviors which designate them to be "at risk" of failure in schools. Examples of these non-productive behaviors are lack of motivation, truancy, poor academic achievement, dropping out of school, pregnancy, substance/alcohol abuse, suicide/suicidal tendencies, etc. It is here where this pilot study probes into the research, the availability of testing, and the participating subjects, i. e., the students, in an effort to ascertain relationships between variables which may impact adolescents' self-esteem.

The summary, conclusions and recommendations of this pilot study are presented in Chapter Five..

5.1 Summary

The pilot study was limited to the 397 students enrolled at Bridge Academy (BA), a public, alternative, junior-senior high school in Springfield, MA, during the 1986-8 academic school years.

The instruments and variables considered in this study were: The Piers-Harris Self-concept Test (1969); the grade point average (GPA) and absentee rate of the students at BA and at their previous school; the student's suspension rate at BA; the number of behavior modification, "You Were Caught Being Good" slips ("good slips") accumulated by each student; and the number of Massachusetts Mutual Life Insurance Company (MM) sponsored events in which students participated (a school/business partnership). (See Appendix A, B, and F for sample "good slips", sample reasons which teachers used to issue "good slips" to the students, and a listing of available MM events offered to the students.)

The summary consists of four aspects of the pilot study: the statement of the problem, the purpose of the study, methodology, and a synopsis of the findings.

5.1.1 Statement of the Problem

What is the interrelationship between the following concepts: (1) an awareness that self-esteem is an important factor involved with adolescents' problems in school; (2) research findings supporting the concept that teachers and school officials are "significant others" to students and as such, often influence adolescents' behavior and attitudes; and (3) available knowledge revealing methods and techniques leading towards the enhancement of adolescents' self-esteem? The problem, therefore, addressed in the study

concerned the relationship between self-esteem values (e.g., behavior, intellectual/school status, anxiety, physical attributes, popularity, happiness/satisfaction, and total self-concept), school performance (e.g., GPA, attendance, suspension rate, drop-out rate), a behavior modification program, and events offered students by a school/business partnership.

5.1.2 Purpose of the Study

Two primary purposes of this study were as follows: (1) using research findings, implement and examine the change in adolescents self-esteem levels and school achievement within an alternative school setting when students were exposed to a directed behavior modification program and interventions from a school/business partnership; and (2) examine the relationship between adolescents' measured self-esteem levels and school performance.

5.1.3 Methodology

Generally, the study at Bridge Academy (BA) was conducted over a period of two academic years (1986-88) and concerned 397 "at-risk" adolescents enrolled in grades seven through twelve. The areas of focus were methods and tactics which research implied would impact the self-esteem levels of the students and consequently, improve their school performance. The researcher administered the Piers-Harris Self-concept Test (1969) in a pre/post test treatment,

recorded the students' GPA, absentee rate, suspension rate, previous GPA and absentee rate from their former schools, and their participation in two intervention programs at BA.

The first intervention program was based on behavior modification in which the staff recognized correct, nearly correct or improved behavior of students and then issued a "You Were Caught Being Good Slip" which contained the student's name, the behavior, and the teacher/staff member's name. When the student received these "good slips", he/she turned them into the principal/researcher who tallied them on a bulletin board which was accessible for public recognition.

The second intervention program dealt with a school/business partnership whereby various activities or recognitions were given the students in an effort to enhance their self-esteem. An accounting was kept of student's participation in these varied events. (See Appendix F for a listing of student related activities.)

The relationship between self-esteem levels as tested on the pre and post Piers-Harris Self-concept Test, students' GPA, absentee rate, suspension rate, previous GPA and absentee rate, participation in the "good slips" program and participation in the school/business partnership events was then analyzed statistically by central tendency, dispersion and Pearson product-moment correlation coefficients.

5.1.4 Synopsis of the Findings

The study, conducted during the 1986-8 academic school years at Bridge Academy (BA) exhibited findings which were closely linked to the information in the review of literature. For example, relationships existed between adolescents' school performance and self-esteem levels. Also, there was a positive relationship between participation in a behavior modification program, a school/business partnership and school performance. Research also substantiated the belief that self-esteem levels of adolescents can be increased, but that these actual self-esteem changes occur slowly over time.

The population consisted of 397 students. Of these, there were 145 males (36.5%) and 252 females (63.5%) with an average age of 16.2 years old. The racial distribution was approximately 28% White, 42% Black, 28% Hispanic and 2% of other races. These students were enrolled at BA for an average of 5.4 months. Sixty-two percent of these students came from single-parent households and 68.5% of the student's households qualified for federally subsidized free breakfast and lunch programs implying that these households were considered at poverty level by federally established standards.

Of the students enrolled in BA for the 1986-8 academic years, 43% were promoted to the next grade or

graduated, 17% transferred to another school, 19% dropped out of school, 8% failed their grade, and 13.9% were enrolled in the school for less than one month and were not included in this study.

The specific results of the pilot study were as follows:

1. The average student in this study obtained a mean GPA of 4.12 point ("C-") and was absent an average of 14.67 days per quarter. Approximately 73.3% of the students in this study were not suspended from school during their enrollment at BA.

2. There was an average of 2.07 points increase between the GPA of a student at his/her previous school and the GPA of the student at BA. ("D" at previous school vs. "C-" at BA.)

3. The average absentee rate decreased from 15.18 days absent per quarter at a student's previous school to 14.67 days absent per quarter at BA.

4. The average difference between the pre/post Piers-Harris Self-concept Test for the students was approximately one point. This translated into a 4% increase in scores.

5. Positive increases were reported on the Piers-Harris Test for students who completed the year at BA. The average increase of all seven scores was in most cases greater than the student who dropped out of school or transferred to another school. There were slight increases reported for the test results for transfer and drop out populations.

6. On an average, students received 16.54 "good slips" during their enrollment at BA.

7. Students who finished the year at BA, received approximately 25 "good slips" as opposed to an average of four "good slips" issued to students who ultimately dropped out of school.

8. The average number of MM sponsored events in which students participated was 3.56. For students who completed the academic year enrolled in BA, the average participation in MM events was 5.77 while the average number of events for

students who dropped out of school was less than one per student.

Various generalizations about BA students can be discerned. Students who completed either year at BA showed higher GPAs, slightly lower absenteeism, fewer suspensions, greater increases in all seven self-esteem categories on the Piers-Harris Test, more earned "good slips", and greater participation in MM sponsored events. Students who dropped out of school or transferred to another school showed lower GPAs, higher absenteeism, a greater number of suspensions, little, if any increase on Piers-Harris Self-concept scores, fewer earned "good slips" and less participation in MM events.

Pearson product-moment correlation coefficients obtained were tested for significance at the .05 level (two-tailed test). Results of these tests revealed the following:

1. There was a significant and negative correlation reported between the GPA and the absentee rate.

2. For all the students, there was a significant positive relationship exhibited between the GPA and the change in the Piers-Harris scores in all seven self-concept categories.

3. There was a negative, but nonsignificant correlation coefficient exhibited between the GPA and the suspension rate of the students.

4. Significant positive correlation coefficients were demonstrated between the number of "good slips" earned by the students and their GPA, their change in their GPA (previous school vs. BA), and the change between the pre and post Piers-Harris Self-concept Test. Significant negative correlations were reported between the number of "good slips" which students earned and their absentee rate.

5. For all the students, significant positive correlation coefficients were shown between the number of "good slips" earned and the students participation in MM sponsored events.

6. There were positive and significant relationships exhibited between the number of MM events in which students participated and their GPA, the change in their GPA (previous school vs. BA), and the difference between the pre and post Piers-Harris Test scores on the behavior and happiness/satisfaction and total self-concept scores.

7. There was a negative and significant relationship reported between the participation in MM events and the absentee rate.

8. Changes in the pre and post Piers-Harris scores for students that dropped out of school illustrated negative, but nonsignificant correlation coefficients.

9. The change in the GPA of the students (former school vs. BA) demonstrated a positive and significant relationship with the difference in the Piers-Harris Self-concept Test scores (total self-concept, behavior, popularity, intellectual/school status, anxiety, and happiness/ satisfaction scores), and a negative relationship with the changes in absentee rate.

10. All Piers-Harris Self-concept Test scores revealed a positive and significant correlation between the pre- and post-test scores in all the categories of self-esteem (behavior, intellectual/school status, physical attributes, anxiety, popularity, happiness/satisfaction, and total self-concept).

More positive correlation coefficients existed among the variables for students who completed either year at BA with generally lower correlation coefficients between the variables for the drop-out or transfer students. There were negative, but nonsignificant, correlation coefficients reported between the suspension rate with the variables and also, between the absentee rate with the variables.

Research revealed that an individual's self-concept/self-esteem level develops slowly over time and is influenced by both intrinsic and extrinsic forces. Also, it is believed that low self-esteem is more often a predictive factor in poor school performance than is high self-esteem an assurance of good school achievement.

With research findings in mind, this pilot study provided staff development and training to implement both a behavior modification program ("You Were Caught Being Good" slips) and a school/business partnership. Results of this study are more thoroughly discussed in section 5.2, but generally speaking, students who participated in these programs demonstrated increases in their GPA, slight decreases in their absentee rate, a lower suspension rate, and higher scores on the post Piers-Harris Self-concept Test. There was a subgroup of students (transfer and dropouts) who demonstrated less positive results on most of the variables in this study.

5.2 Conclusions

Results of the study are related to information summarized in the review of literature. More specifically, implications of four outcomes of the investigation are discussed in this section.

5.2.1 School Achievement and Self-esteem Measures

Findings in the review of literature suggest that self-esteem levels in adolescents are directly related to school achievement. In fact, students who have lower GPA, greater absenteeism, and/or a number of suspensions from school also demonstrated low self-esteem levels and showed a greater propensity for dropping out of school.

At Bridge Academy (BA), similar results occurred. Although significant correlation coefficients (.05 level) were not always obtained, clearly, there was a relationship between academic achievement and increases in adolescents' self-esteem levels. The reverse findings were observed for those students who dropped out of school or transferred to another school, i.e., a lower GPA, higher absenteeism, a higher suspension rate and lower self-esteem levels. Although causality cannot be established, the frequency of positive correlation coefficients among the self-esteem and school achievement variables framed situations in which these variables were seen to exist concurrently.

5.2.2 A Directed Behavior Modification Program, Self-esteem Measures, and School Achievement

The directed behavior modification program consisted of staff members giving students positive recognition of correct, near-correct or improved behavior by issuing the students a "You Were Caught Being Good" slip. The results

of this endeavor illustrated positive relationships between the number of "good slips" received by the students, GPA, attendance, and differences in self-esteem scores on the Piers-Harris Self-concept Test (1969).

An observed relationship for students who remained at BA until the end of the academic year illustrated a positive relationship between GPA, attendance, and select self-esteem values. Students who withdrew from BA prior to the end of the academic year showed overall negative correlation coefficients between these variables.

Many of the self-esteem categories showed positive, but nonsignificant, correlation coefficients for students who completed the year at BA and negative and nonsignificant correlation coefficients for students who dropped out or transferred to another school. These findings substantiate the information in the review of literature whereby self-esteem values change slowly over time.

A cause-effect relationship between the number of "good slips", GPA, attendance, and differences in self-esteem levels was not established, but there were significant correlation coefficients exhibited between these variables simultaneously. However, a greater effort by the staff should have been taken in order to increase student participation in the behavior modification program. Having 29% of the population not even receive one "good slip" reflected too many non-participating students and implied

that either more training of staff was needed, a greater awareness of non-participants should have been targeted for inclusion in the program, or a greater emphasis on pupil attendance should have been stressed. (It became difficult to "catch" students being good if they exhibited high absenteeism.)

It was possible that the behavior modification program used by the teachers may have resulted in the teachers issuing higher grades to the students. This confounding effect may have altered the data presented.

5.2.3 Students' Participation in a School/Business Partnership, Self-esteem Measures, and School Achievement

A school/business partnership was established between Massachusetts Mutual Life Insurance Company (MM) in Springfield, MA and Bridge Academy (BA). During this period, students had an opportunity to participate in events which MM sponsored.

The results of the statistical analysis of the student participation in MM sponsored events revealed positive relationships between GPA, attendance, number of "good slips" received, and select self-esteem variables. As observed with the behavior modification program, the existence of these significant correlation coefficients between the variables did not exhibit a cause-effect relationship, but did illustrate the concurrent existence of these factors.

Students who dropped out of school demonstrated lower participation in MM sponsored events, along with lower GPA, higher absenteeism, and smaller, if any, changes in self-esteem levels.

Many of the events in which students participated consisted of small group activities with employees from MM. Students, obviously, had to be present in school in order to benefit from these activities. One difficulty with the implementation of this school/business partnership was that only 65% of the students had an opportunity to participate in the planned events. Perhaps more and/or varied events should have been offered in order to increase participation.

5.2.4 Differences in Self-esteem Scores, Difference in GPA, and Difference in the Absentee Rate

Relationships as illustrated by positive correlation coefficients were reported between the difference in GPA (former school vs. BA), the number of "good slips" received, the number of MM events attended, the attendance rate, and the difference in self-esteem scores (total self-concept, behavior, intellectual/school status, anxiety, and happiness/satisfaction).

A positive and significant relationship was also illustrated between the pre- and post-test scores on all categories of the Piers-Harris Self-concept Test (1969), but there was no overt relationship between the difference in

absenteeism and the differences in the self-esteem variables.

The implication from these findings appear that since self-esteem scores are correlated positively, then there were relationships between the pre- and post-test scores. This relationship implied, along with the previously documented data, that self-esteem does change, but that the change occurs gradually and is not usually influenced by any one event.

Overall, the results of the relationship between these variables inferred that students improved their academic performance at BA when compared to their performance at previously attended schools. In the final analysis, strong relationships were established between student attendance at BA through the completion of an academic year and GPA, the number of "good slips" and participation in MM sponsored events. Conversely, negative relationships were established between student dropout data and the aforementioned variables. The Piers-Harris Self-concept scores were generally positive, but not significant in relationship to the number of "good slips" and participation in MM events. Student absenteeism was a major factor related to both the implementation of the behavior modification program and the school/business partnership. (Students not in school could obviously not participate in either program.)

This study only documented the relationship between variables as tested by Pearson product-moment correlation coefficients, and did not imply causality. What was apparent, however, was that all of these variables--GPA, attendance, number of "good slips", participation in MM events, and self-concept scores--were seen existing concurrently in either students remaining and succeeding in school or lacking in students who withdrew from school prior to graduation.

5.3 Recommendations

From the findings of this pilot study, it is recommended that:

1. A follow-up study be conducted on a sample of this population to ascertain future self-esteem levels and those factors which may have influenced these levels.

2. Similar studies be conducted with elementary, junior high, and high school level students to ascertain whether these relationships between school achievement, self-esteem levels, a behavior modification program, and a school/business partnership are constant. It is suggested that these be done in traditional and alternative school settings along with control group sampling and an additional method of measuring self-esteem in order to detect variances within these populations.

3. A similar study with a control group be implemented in order to detect the possibility of a cause-effect relationship between school achievement, self-esteem levels, a behavior modification program, and a school/business partnership.

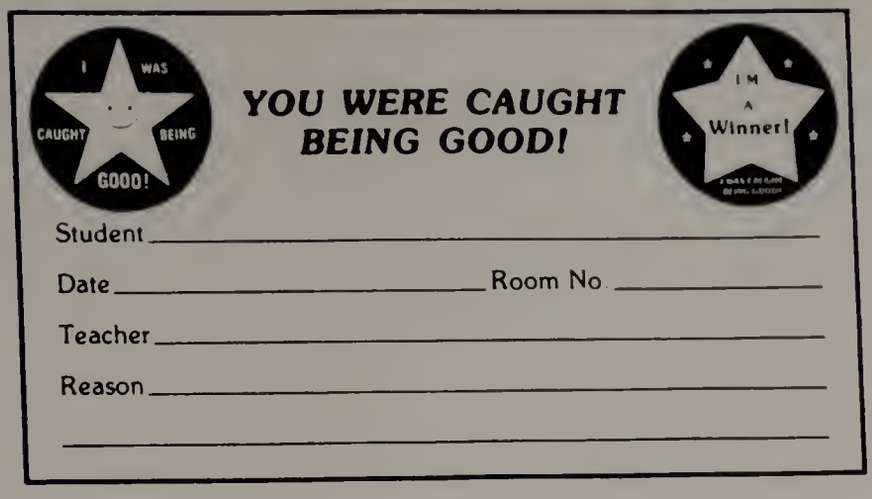
4. Concerted effort be made by educators who employ these programs to include a greater percentage of the students in the behavior modification program and/or the events sponsored by a school/business partnership.

5. Improved methods of dissemination of research to other teachers/educators be instituted to provided knowledge of the significance of self-esteem levels and programs or factors which may enhance these levels in students over time.

APPENDICES

APPENDIX A

"YOU WERE CAUGHT BEING GOOD" SLIP



(Berg Christian Enterprise)

APPENDIX B

RANDOM SAMPLE OF STUDENTS' BEHAVIOR RECOGNIZED BY TEACHERS

1. Continued improvement and interest in class.
2. Working on school sign.
3. Perfect attendance week of 5/11/87.
4. Much improved attitude; excellent participation.
5. Good effort and behavior in class.
6. Improved attitude in class.
7. Organized work.
8. Cooperative--found appropriate way to stay busy.
9. Excellence in classroom participation.
10. Extremely neat and accurate work on graphs and percents.
11. English classwork and homework.
12. Classroom assistance.
13. 100% on Biology Test.
14. Excellent attendance and good work all week.
15. Excellence in History
16. Here five days in a row for first time!
17. 100% on vocabulary test
18. Class participation with enthusiam!
19. Excellent quiz grades in science.
20. Ideas and presentation during speaker from McDonald's.
21. Excellence in Math

APPENDIX C

FEDERAL GUIDELINES FOR FREE LUNCHES

Table 24--Schedule for Free or Reduced Price Meals
(Federal Law--PL 97 35)

Household Size	Year	Month	Week
1	$10,175.00	$ 848.00	$196.00
2	13,690.00	1,141.00	264.00
3	17,205.00	1,434.00	331.00
4	20,720.00	1,727.00	399.00
5	24,235.00	2,020.00	467.00
6	27,750.00	2,313.00	534.00
7	31,265.00	2,606.00	602.00
8	34,780.00	2,899.00	669.00
For each additional family member add	+3,515.00	+293.00	+68.00

If a household income is at or below the level shown on this scale, a child is eligible for either free or reduced price meals. (Effective from July 1, 1986 to June 30, 1988)

APPENDIX D

MM/BA MISSION STATEMENT

MISSION: The Mass. Mutual/Bridge Academy Partnership is a program targeted at:

Improving attendance, grades and self-esteem and reducing suspensions among the student population with the goal of successful completion of the school year

Enhancing the existing school curriculum by providing business resources (volunteers and funds) to motivate the students to finish high school and accept responsibility for their futures (continuing education, skills training, employment).

Providing the faculty with additional resources to more effectively direct their efforts.

OBJECTIVES: The program is to be:

People-oriented rather than a money program.

Flexible so as to include a number of diverse activities and reflect changing priorities.

Directed jointly by the School Principal and Mass. Mutual program Director, with input from the students and faculty.

Comprehensive enough to reach a broad school population through peer influence.

MEASUREMENT CRITERIA: Evaluation of the program's success will be based on improved grades, attendance, self-esteem as wll as a decrease in suspensions.

GUIDELINES:

This is a volunteer program and eligible students must elect to be participants.

Funding and volunteers will be considered for projects that fall outside the scope of School Department-financed activities, supplies and services.

Requests must be submitted in writting and authorized by the School's Principal.

APPENDIX E

MM/BA PROJECT REQUEST FORM

1. Project requested: What do we want to do?

2. Why do we want to do this? Objectives?

3. What will Bridge Academy contribute to the project?

4. Will this project affect:
   Grades? Attendance? Self-esteem?

5. Explain how.

6. How will we measure the effects of this project?

7. What resources are needed from Mass. Mutual?
   Explain (budget, personnel, etc.).

_____
Principal

_____
Date

Send to MM; Office of
Community Affairs

APPENDIX F

DATES AND EVENTS SPONSORED BY MASSACHUSETTS MUTUAL/BRIDGE ACADEMY PARTNERSHIP

2/87--Home Economics class went on a field trip to Massachusetts Mutual (MM) Food Service Department to learn about large-scale food preparation. Lunch and transportation was provided.

3/87--Computer classes went on a field trip to MM's Computer and Record keeping Departments to see the practical application of classroom curriculum. Lunch and transportation was provided.

3/87--A lawyer from MM spoke to an Economics class on the process of developing laws.

4/87--MM's Personnel department conducted a job interviewing skills workship at Bridge Academy (BA).

5/87--MM sponsored a field trip for students to attend the play, Great American Authors, at a local auditorium.

5/87--A photographer from MM took yearbook pictures of all the students. Two copies were made--one for the yearbook, and one for each student.

5/87--Five students participated in the "shadowing" of five MM employees for two mornings a week during the month of May. The purpose of this experience was that students would become familiar with the workplace, interpersonal relationships and job experience.

5/87--MM provided for the graduation exercies by underwriting the cost of an outdoor tent, chair rental, the printing of programs and invitations, the public address system, a gift to each senior, and a catered reception. Mr. Thomas Wheeler, President of MM was the keynote speaker.

6/87--MM did the layout and financed the printing of the BA yearbook which each student received.

Spring 87--MM underwrote BA T-shirts for each student who was "Caught Being Good".

1987-88 Academic Year--MM underwrote BA T-shirts for each student who was "Caught Being Good".

12/87--MM sponsored field trip to Chamber Theather Production at local Symphony Hall.

12/87--Physical Education Class attended field trip to MM's Physical Fitness Center. Lunch and transportation was provided.

2/88--MM employees provided workshop for students on Life Decision Making and Goal Setting.

2/88--MM employees provided workshop for students on Career Opportunities and Work Requirements

3/88--MM employees provided workshop for students on Interviewing Skills.

3/88--MM employees provided a workshop for students on Conflicts Surrounding Single and Working Parent.

4/88--Home Economics Class went on a field trip to MM's Food Service Facility. Lunch and transportation were provided.

4/88--A lawyer from MM spoke to Economics and Law classes on the importance of establishing laws.

4/88--MM employees provided a workshop for the students on Adolescent Stress Management.

4/88--MM employees provided a workshop for the students on the Fundalmentals of Life Insurance.

5/88--MM's Personel Department stimulated employment tests at MM for students. Lunch and transportation was provided.

5/88--A photographer from MM took pictures of each student for the yearbook. Two photographs were taken--one for the student and one for the yearbook.

6/88--MM provided for the graduation expenses by financing the outdoor tent, the printing of programs and invitations, and a gift for each senior. Mr. William Clark, CEO of MM was the keynote speaker.

6/88--MM provided for the layout and printing of the BA Yearbook so that each student received a copy.

APPENDIX G

CONVERSION OF PIERS-HARRIS MEAN AND STANDARD DEVIATION SCORES TO PERCENTAGES

Table 25--Conversion of the Mean and Standard Deviation of the Piers-Harris Self-concept Test from the Raw Scores to the Percentile Scores (Piers 1984, 51)

Scale (Raw Score Range)	Mean Raw Score	Mean percentage	Standard Deviation Raw Score	Standard Deviation Percentage
Behavior (0-16)	11.44	35.52%	3.22	30.73
Intellectual/ School Status (0-17)	11.62	44.82%	3.51	32.68
Physical Attributes (0-13)	8.31	51.72%	3.48	33.72
Anxiety (0-14)	9.54	53.4%	3.11	39.35
Popularity (0-12)	8.21	41.78%	2.70	34.25
Happiness/ Satisfaction (0-10)	8.50	64.0%	2.04	34.63
Total Self-Concept (0-80)	56.04	57.12%	11.79	30.58

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